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STATE COLLEGE

AT

LOWELL





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LOWELL

CATALOG: 1964-1966

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CONTENTS

BOARD OF TRUSTEES	5
FACULTY	6
ACADEMIC CALENDAR	11
THE COLLEGE	
EDUCATIONAL AIMS	12
ACADEMIC STATUS	13
THE CAMPUS	13
FACILITIES	14
LIBRARY	14
RESIDENCE HALLS	15
OFF-CAMPUS FACILITIES	15
HISTORY	15
DEGREE PROGRAMS	
EDUCATIONAL DESIGN	17
CHOICE OF CONCENTRATION	18
BACHELOR OF SCIENCE IN EDUCATION: ELEMENTARY EDUCATION	20
BACHELOR OF ARTS: TEACHING OF ENGLISH	24
BACHELOR OF ARTS: ENGLISH	28
BACHELOR OF ARTS: TEACHING OF HISTORY	32
BACHELOR OF ARTS: HISTORY	36
BACHELOR OF ARTS: MUSIC	40
BACHELOR OF ARTS: TEACHING OF BIOLOGY	44
BACHELOR OF ARTS: BIOLOGY	48
BACHELOR OF MUSIC EDUCATION: TEACHING OF MUSIC	51
ADMISSION POLICIES	
ADMISSION REQUIREMENTS	55
PROCEDURES FOR ADMISSION	57
ADMISSION TO ADVANCED STANDING	58
ADMISSION TO PROFESSIONAL EDUCATION PROGRAMS	58

ACADEMIC POLICIES

GRADING SYSTEM	59
ACADEMIC STANDING	59
COURSE DEFICIENCIES	60
ACADEMIC HONORS	60
DEGREE REQUIREMENTS	61
WITHDRAWAL FROM THE COLLEGE	61

PERSONNEL SERVICES

COUNSELING	62
STUDENT HEALTH SERVICES	62
RESIDENT LIVING	63
PLACEMENT SERVICES	63

STUDENT ACTIVITIES

STUDENT GOVERNMENT	64
CAMPUS BOOKSTORE	64
PUBLICATIONS	64
DRAMATICS	65
MUSICAL ACTIVITIES	65
SPORTS ACTIVITIES	65
RELIGIOUS ACTIVITIES	66

FEES AND EXPENSES

TUITION FEE	68
REGISTRATION FEE	68
ACTIVITIES FEE	68
RESIDENCE FEE	68
PAYMENT OF FEES	69
REFUNDS	69
OTHER EXPENSES	69

COURSES OF INSTRUCTION

ART	71
EDUCATION	72
ENGLISH	77
HEALTH AND PHYSICAL EDUCATION	82
LANGUAGES	84
MUSIC	85
SCIENCE AND MATHEMATICS	93
SOCIAL SCIENCES	97

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M.M., Boston University	
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A.M., Ph.D., Harvard University	
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A.B., Boston University	
A.M., Tufts University	

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ACADEMIC CALENDAR

FALL SEMESTER, 1964

September	8-11	Freshman Week
	11	Registration for Freshmen
	14	Registration for Sophomores, Juniors, Seniors
	15	First meetings of classes
October	12	Columbus Day: no classes College Convocation
November	11	Veterans Day: no classes
	26-27	Thanksgiving Recess
December	18	Christmas recess begins at noon
January	4	Resumption of classes
	13	Final meetings of classes
	14	Reading day
	15	Examinations in courses begin
	21	Examinations in courses end
	25-28	Winter recess

SPRING SEMESTER, 1965

January	29	Registration for all classes
February	1	First meetings of classes
	22	Washington's Birthday: no classes
April	15	Easter recess begins at close of classes
	26	Resumption of classes
May	24	Final meetings of classes
	25	Reading day
	26	Examinations in courses begin
June	2	Examinations in courses end
	6	Baccalaureate
	6	Commencement

THE COLLEGE

EDUCATIONAL AIMS

The educational design which the college provides for its students is based upon the conviction that the primary purpose of education is intellectual development and that it is best achieved through a broad, liberal education. This then encourages the development of one's capacities as a person and helps to secure a reasoned use of freedom in an increasingly complex society.

Liberal education is not concerned with the mere acquisition of knowledge. Rather, its purpose is to aid the individual to develop, in terms of his capacity, an inquiring and independent mind and critical judgment. It stresses the ability to use knowledge with wisdom, perceiving its inherent principles and relationships. It provides experiences which contribute to strength of character and to a sense of personal responsibility. Liberal education further seeks to broaden perspective and understanding, to develop an increasing awareness of the fundamental values underlying civilization and culture, and of the basic problems of man and society.

These qualities are needed by individuals who have been endowed with intellectual ability and who have a responsibility to develop and use it effectively, not only for their personal benefit but also for that of others. We live in a society whose potentialities and limitations we ignore at our peril, and whose heritage we must know if we are to conserve those values, principles, and institutions essential to individual and social welfare in a free society.

Implicit in the educational design is the belief that a liberal education not only enhances a way of life but also serves as a firm foundation upon which the specialization demanded by our culture is developed. Professional or specialized education is more productive when intellectual capacities have been developed, when reasoned thinking prevails, when ideas and conclusions are expressed clearly, and when students comprehend the nature of the world in which they must live and the purposes for which they strive.

The college recognizes that its students vary in their aptitudes and interests and that they aspire ultimately to differing careers. Accordingly, it incorporates in its educational design specialized or professional education. The purpose here is to educate the individual in the basic fields of knowledge relevant to his career, to lead him to acquire an understanding of its fundamental principles and procedures, and to provide experiences wherein he may exercise reason and judgment and apply critical analysis in the solution of problems which arise in and are pertinent to his chosen career.

ACADEMIC STATUS

The academic excellence of a college is symbolized by its accreditations; it is dependent upon the qualitative standards which the college demands of itself, its faculty, and its students.

This college is a fully accredited member of the New England Association of Colleges and Secondary Schools, and is accredited by the National Council of Accreditation for Teacher Education.

In addition, it is a member of the Massachusetts Council on Teacher Education, the New England Teacher Preparation Association, the Eastern States Association of Professional Schools for Teachers, and the American Association of Colleges for Teacher Education.

Accreditation indicates to a student that this college is recognized and approved by select regional and national associations concerned with the quality of higher education. It also assures him that study undertaken here has transfer value to other institutions of higher learning and that the degree earned here will be an asset upon entrance to a career and in seeking admission to graduate study at any other college or university.

THE CAMPUS

The college campus has a commanding view of the winding Merrimack River which it overlooks and borders in Lowell, a city located twenty-five miles northwest of Boston. From the northern Pawtucket Street boundary which parallels the river, the eighteen acre campus sweeps upward, is bisected by Broadway, and continues in a southerly direction. Wilder and Rolfe Streets form its eastern boundaries.

FACILITIES

At present, the facilities of the college include the following buildings:

HUMANITIES. Located in the center of the campus, this building houses the offices of the President, the Deans, the Director of Admissions, and administration. In addition, this building contains such facilities as a student lounge, a dining hall, a language laboratory, classrooms, a music instruction center, offices for the department of music, and a closed circuit television studio.

SCIENCE. This building is designed with a central structure and two wings. The central part contains biology, physics, and chemistry laboratories, classrooms, and offices of the science department. One wing contains the gymnasium, offices of the department of physical education, and the health service office. The other wing houses the Little Theater.

EDUCATION. A large, three-storied building, it contains classrooms, a curriculum materials center, an art studio, and offices of the departments of education, English, modern languages, and social sciences.

LIBRARY

The college library is located on the main floor of the Humanities building. It contains a spacious reading room with an adjoining reference section, a reserve book area, and an open shelf stack room. Adjacent to the reading room is a current periodical reading and browsing room. This room also contains several sound-proofed cubicles each of which contains facilities for individual music listening.

The library houses a collection of 30,000 volumes and has a potential capacity of 50,000 or more. Also available to students and faculty are 175 periodical titles, microfilms, and a microfilm reader. It supervises a special collection of several hundred pieces of choral, band, and orchestral works for the Massachusetts Music Educators Association. The services of the library include the loan of books, pamphlets, filmstrips, and recordings to registered borrowers.

The Curriculum Materials Center is located in the Education Building. This educational resources center contains textbooks for both the elementary and secondary levels, literature for children and adolescents, a test collection, curriculum guides, and other materials of value to students preparing to teach.

RESIDENCE HALLS

The facilities for resident living on campus, at the present time, consist of Presidents Hall. This residence hall provides comfortable accommodations for thirty women students. Currently under construction is the Women's Residence Hall which will house 180 students. It is located on a knoll at the northern end of the campus and overlooks the Merrimack River.

OFF-CAMPUS FACILITIES

A very important aspect of the college's program is its off-campus facilities for students who are enrolled in degree curricula which prepare for teaching in the elementary and secondary schools.

Professional experiences, including student teaching, are provided in Lowell and in twenty-four cooperating school systems in Massachusetts.

The school systems which cooperate in the Elementary Education Student Teaching program are: Acton, Andover, Bedford, Burlington, Chelmsford, Concord, Haverhill, Lexington, Littleton, Medford, Methuen, North Andover, Pepperell, Tewksbury, Tyngsboro, Wakefield, Westford, and Wilmington.

These school systems cooperate in the Secondary Education Student Teaching program: Acton, Bedford, Burlington, Chelmsford, Wakefield, and Westford.

Cooperating in the Music Education Student Teaching program are the following school systems: Acton, Arlington, Bedford, Billerica, Burlington, Haverhill, Lawrence, Leominster, Maynard, Tewksbury, Wilmington, and Winchester.

HISTORY

The college was established by the legislature of the Commonwealth of Massachusetts on January 6, 1894. Reflecting the educational philosophy and objectives of that era, the institution so created was named the Massachusetts State Normal School at Lowell. Its purpose was the education of teachers; its program was a two year one in Elementary Education.

The scope of the curriculum was expanded in 1912 when a three-year program in Music Education was initiated. No further

change was effected until 1927. At that time, the curriculum in Elementary Education was broadened and extended to a three-year program. At the same time, a significant change was made in the curriculum in Music Education and its program was developed into a four-year degree one. The first degrees were awarded in 1928.

Again reflecting the impact of social change and the professionalization of teacher education, the institution was granted, in 1932, a change of status to that of a four-year college. Accordingly, it was vested with the authority to confer degrees. It then became the State Teachers College at Lowell with the right to confer the degree of Bachelor of Science in Education upon students majoring either in Elementary Education or in Music Education.

Further evidence of its growth occurred in 1959 when a program designed for majors in Secondary Education was inaugurated. In retrospect, the development of the college reveals its constancy of purpose and its continuous concern for the improvement of teacher education.

It was inevitable, however, that the singular concern of this publicly-supported college be evaluated in light of the demands made upon higher education. Effective in 1960, this college was designated the State College at Lowell and was authorized to expand its function and its degree programs.

DEGREE PROGRAMS

EDUCATIONAL DESIGN

The design basic to all degree curricula consists of a two-fold program of liberal education and a concentration within a particular field of study. This concentration enables the student to acquire the values that accrue from studying in depth a certain area of knowledge and to achieve such mastery in it that he will be able to manipulate its concepts and skills with independence and judgment.

To insure the values of liberal education and a unifying intellectual experience for all students, the educational design also provides a required core of studies. Its purpose is to enable the student to acquire a breadth of knowledge of our cultural and scientific heritage, and the ability to relate and assess the principles and values contained therein critically and independently.

This program of studies in the liberal arts, commonly referred to as general education, is required in each of the degree curricula. It serves as a foundation for further study and assures an integrative experience among educated men and women. Regardless of the individual choice of concentration, all students will secure an understanding of the literary and fine arts which record man's insights into experience; the organizations and institutions of society and of man's role therein; the social, economic, political, and moral principles of the democracy in which they live; the import for the modern world of scientific developments; and the role of philosophy in the solution of man's problems.

In the degree programs which prepare for teaching in the elementary or secondary school, the design not only provides for liberal education and a concentration within an academic discipline but also for professional education. In the latter, the prospective teacher acquires knowledge of the philosophical and psychological bases of education, and develops critical judgment relative to the purposes of instruction and the manner in which they shall be accomplished.

CHOICE OF CONCENTRATION

The choice of concentration which the student makes in his freshman year may be regarded as tentative since the plan of studies for the first year in each of the degree programs is foundational in nature. The descriptions which follow of the degree programs and their fields of concentration are designed to assist the student in making his decision in terms of his academic interest and ultimate objective. A detailed explanation of the curriculum design of each of the degree programs is presented farther on, beginning on page 20.

BACHELOR OF SCIENCE IN EDUCATION: ELEMENTARY EDUCATION

This degree program is designed for men and women who plan a career in teaching in the public elementary schools. The crucial influence of teaching as well as the complex nature of instruction in the elementary school calls for a teacher whose college education is both broad and rigorous. He must be able to teach ideas and concepts from the several academic disciplines and to synthesize them on a level and in a manner which children can comprehend.

BACHELOR OF ARTS: TEACHING OF ENGLISH

This program is planned for students who are interested in a career in teaching English in the public secondary schools. Teaching in the secondary school demands that an individual be far more than a specialist in subject matter. First, he must have a broad knowledge of the cultural history of man; second, he must possess a thorough background in his chosen academic field of English; and third, he must understand and be capable of assuming leadership of youth.

BACHELOR OF ARTS: ENGLISH

This program is designed for students who are interested in careers in publishing, journalism, advertising, radio and television; or who may wish ultimately to specialize in English in preparation for teaching at the college level.

BACHELOR OF ARTS: TEACHING OF HISTORY

Students who have a strong interest in history and who desire a teaching career in it in the public secondary schools will select this program. Teaching in the secondary school calls for far more than a specialized knowledge of history. Such a teacher must not only have a thorough knowledge of his academic field but he must

also have a broad understanding of the cultural history of man. In addition, he must possess an objective understanding of youth and a sound knowledge of those principles basic to competent teaching.

BACHELOR OF ARTS: HISTORY

This program is designed for students who may be interested in careers in government administration, public service, foreign service, journalism; or in preparation for advanced study in law or college teaching.

BACHELOR OF ARTS: MUSIC

This concentration is planned for students who have a high degree of talent in music and who are motivated toward a career in choral conducting, symphonic performance, musical composition, or radio and television, or the theater.

BACHELOR OF ARTS: TEACHING OF BIOLOGY

This program is designed for students who wish to prepare for a career in teaching biology in the public secondary schools. Teaching in the secondary school demands that an individual be far more than a specialist in subject matter. Not only must the teacher of biology be a competent scientist, but he must also be an educated man in the sense of possessing a sound, general knowledge of broad areas of human concern. In addition, he must have a thorough understanding of the youth he is to teach and of the principles underlying competent instruction.

BACHELOR OF ARTS: BIOLOGY

The concentration in biology is designed for students who are interested in careers in biological research, public health, or as a preparation for advanced study in medicine or dentistry.

BACHELOR OF MUSIC EDUCATION: TEACHING OF MUSIC

This degree program is offered for men and women who wish to teach and supervise music in the public elementary and secondary schools. Concentration in this field presupposes aptitude and interest in music. Though the teacher of music is concerned with a specialized area of knowledge, it is highly important that he possess a broad cultural background. This he needs not only as an educated person but also as a teacher who must view the teaching of music within a broad context of knowledge and human experience.

BACHELOR OF SCIENCE IN EDUCATION: ELEMENTARY EDUCATION

CURRICULUM DESIGN

The plan of studies is summarized by the following general requirements:

General Education	. . .	85 semester hours
Professional Education	. .	36 semester hours
Health and Physical Education		3½ semester hours
Total		124½ semester hours

GENERAL EDUCATION

English language (9 sem. hrs.). Required: English Composition, 3 s.h.; Fundamentals of Speech, ½ s.h.; Public Speaking, ½ s.h.; Speech in Education, 2 s.h.; History of the English Language, 3 s.h.

Humanities (22 sem. hrs.). Required: Literary Heritage I, II, III, 9 s.h.; History and Appreciation of Art, 3 s.h.; Introduction to Music, 3 s.h.; Music Experiences, 4 s.h.; Introduction to Philosophy, 3 s.h.

Social Sciences (24 sem. hrs.). Required: History of Western Civilization to 1700, 3 s.h.; History of Western Civilization since 1700, 3 s.h.; History of the United States to 1865, 3 s.h.; History of the United States since 1865, 3 s.h.; United States Government, 3 s.h.; Principles of Geography, 3 s.h.; Economic Geography, 3 s.h.; General Psychology, 3 s.h.

Science (18 sem. hrs.). Required: General Biology I, II, 6 s.h.; Physical Science I, II, 6 s.h.; General Mathematics I, II, 6 s.h.

Electives (12 sem. hrs.).

PROFESSIONAL EDUCATION

Philosophy (3 sem. hrs.). Required: History and Philosophy of Education.

Psychology (6 sem. hrs.). Required: Child Growth and Development, 3 s.h.; Educational Measurement, 3 s.h.

Elementary Education (19 sem. hrs.). Required: Teaching of Reading, 3 s.h.; Teaching of Language Arts, 3 s.h.; Teaching of Arithmetic, 3 s.h.; Instructional Materials in Selected Areas of the Elementary Curriculum, 5 s.h.; Seminar in Education, 2 s.h.; Education of Exceptional Children, 3 s.h.

Student Teaching (8 sem. hrs.). Required: Student Teaching: Elementary School.

Three and one-half semester hours are required in Health and Physical Education, two of which are in Personal-Community Health.

BACHELOR OF SCIENCE IN EDUCATION: ELEMENTARY EDUCATION

FRESHMAN YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Eng.	101	English Composition	3
Eng.	111	Fundamentals of Speech	½
His.	101	Western Civilization to 1700	3
Geo.	101	Principles of Geography	3
Bio.	101	General Biology I	3
Mat.	101	General Mathematics I	3
Hpe.	101	Physical Education I	½
			16

<i>Spring Semester</i>			
Eng.	112	Public Speaking	½
Eng.	201	History of the English Language	3
His.	102	Western Civilization since 1700	3
Mus.	101	Introduction to Music	3
Bio.	102	General Biology II	3
Mat.	102	General Mathematics II	3
Hpe.	102	Physical Education II	½
			16

SOPHOMORE YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Eng.	113	Speech in Education	2
Eng.	121	Literary Heritage I	3
His.	131	History of the United States to 1865	3
Art	101	History and Appreciation of Art	3
Mus.	111	Music Experiences I	2
Sci.	101	Physical Science I	3
Psy.	101	General Psychology	3
			19

<i>Spring Semester</i>			
Eng.	122	Literary Heritage II	3
His.	132	History of the United States since 1865	3
Mus.	112	Music Experiences II	2
Sci.	102	Physical Science II	3
Hpe.	111	Personal-Community Health	2
Edu.	301	Child Growth and Development	3
			16

BACHELOR OF SCIENCE IN EDUCATION: ELEMENTARY EDUCATION

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Edu. 311	The Teaching of Reading: Elementary School .	3
Edu. 312	The Teaching of Language Arts: Elementary School	3
Edu. 313	The Teaching of Arithmetic: Elementary School	3
Edu. 351	Educational Measurement	3
Edu. 361	History and Philosophy of Education . . .	3
		15
 <i>Spring Semester</i>		
Edu. 314	Instructional Materials in Selected Areas of the Elementary Curriculum	5
Edu. 371	Student Teaching: Elementary School . .	8
		13

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Eng. 123	Literary Heritage III	3
Phl. 101	Introduction to Philosophy	3
	Elective	3
Hpe. 104	Standard First Aid	1/2
Edu. 321	Seminar in Education	2
Edu. 322	Education of Exceptional Children . . .	3
		14 1/2
 <i>Spring Semester</i>		
Geo. 102	Economic Geography	3
Gov. 101	United States Government	3
	Elective	3
	Elective	3
	Elective	3
		15

124 1/2 semester hours required
for the B.S.Ed. degree.

BACHELOR OF ARTS: TEACHING OF ENGLISH

CURRICULUM DESIGN

The plan of studies may be summarized by the following general requirements:

General Education	51 semester hours
Modern Language	12 semester hours
Concentration in English . .	36 semester hours
Related fields	9 semester hours
Professional Education . . .	18 semester hours
Health and Physical Education .	1½ semester hours
Total	127½ semester hours

GENERAL EDUCATION

English language (6 sem. hrs.). Required: English Composition, 3 s.h.; Fundamentals of Speech, ½ s.h.; Public Speaking, ½ s.h.; Speech in Education, 2 s.h.

Humanities (12 sem. hrs.). Required: Literary Heritage I, 3 s.h.; History and Appreciation of Art, 3 s.h.; Music of Western Civilization, 3 s.h.; Introduction to Philosophy, 3 s.h.

Social Sciences (18 sem. hrs.). Required: History of Western Civilization to 1700, 3 s.h.; History of Western Civilization since 1700, 3 s.h.; History of the United States to 1865, 3 s.h.; History of the United States since 1865, 3 s.h.; United States Government, 3 s.h.; General Psychology, 3 s.h.

Science (9 sem. hrs.). Required: General Biology I, II, 6 s.h.; General Mathematics I, 3 s.h.

Electives (6 sem. hrs.).

MODERN LANGUAGE

French (12 sem. hrs.). Required: French Civilization I, II, 6 s.h.; French Literature I, II, 6 s.h.

CONCENTRATION IN ENGLISH

English language (9 sem. hrs.). Required: History of the English Language, 3 s.h.; Advanced Composition or Grammar and Linguistics, 3 s.h.; Language Analysis, 3 s.h.

Literature (27 sem. hrs.). Required: Types of Literature, 3 s.h.; British Writers I, II, 6 s.h.; American Writers I, II, 6 s.h.; Shakespeare, 3 s.h.; Directed Reading, 3 s.h.; Electives, 6 s.h.

Related fields (9 sem. hrs.). Required: History of England to 1700, 3 s.h.; History of England since 1700, 3 s.h.; Elective in history, 3 s.h.

PROFESSIONAL EDUCATION

Philosophy (3 sem. hrs.). Required: History and Philosophy of Education.

Psychology (6 sem. hrs.). Required: Psychology of Adolescence, 3 s.h.; Educational Measurement, 3 s.h.

Teaching of English (3 sem. hrs.). Required: Curriculum and Teaching of English.

Student Teaching (6 sem. hrs.). Required: Student Teaching of English: Secondary School.

One and one-half semester hours are required in Health and Physical Education.

BACHELOR OF ARTS: TEACHING OF ENGLISH

FRESHMAN YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Eng.	101	English Composition	3
Eng.	111	Fundamentals of Speech	½
Frn.	201	French Civilization I	3
His.	101	Western Civilization to 1700	3
Bio.	101	General Biology I	3
Mat.	101	General Mathematics I	3
Hpe.	101	Physical Education I	½
			16

Spring Semester

Eng.	211	Types of Literature	3
Eng.	112	Public Speaking	½
Eng.	121	Literary Heritage I	3
Frn.	202	French Civilization II	3
His.	102	Western Civilization since 1700	3
Bio.	102	General Biology II	3
Hpe.	101	Physical Education I	½
			16

SOPHOMORE YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Eng.	221	British Writers I	3
Eng.	231	American Writers I	3
Eng.	113	Speech in Education	2
Frn.	203	Survey of French Literature I	3
His.	201	History of England to 1700	3
Mus.	102	Music of Western Civilization	3
			17

Spring Semester

Eng.	201	History of the English Language	3
Eng.	222	British Writers II	3
Eng.	232	American Writers II	3
Frn.	204	Survey of French Literature II	3
His.	202	History of England since 1700	3
Psy.	101	General Psychology	3
			18

BACHELOR OF ARTS: TEACHING OF ENGLISH

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Eng. 241	Shakespeare	3
Gov. 101	United States Government	3
His. 131	History of the United States to 1865	3
Phl. 101	Introduction to Philosophy	3
Edu. 302	Psychology of Adolescence	3
Edu. 352	Educational Measurement	3
		18

<i>Spring Semester</i>		
Eng. 202	Advanced Composition	
or		
Eng. 203	Grammar and Linguistics	3
His. 132	History of the United States since 1865	3
Art 101	History and Appreciation of Art	3
	Elective	3
Edu. 331	The Curriculum and Teaching of English	3
		15

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Eng. 291	Directed Reading in English	3
Eng. 204	Language Analysis	3
Edu. 372	Student Teaching of English: Secondary School	6
		12

<i>Spring Semester</i>		
Eng.	Elective	3
Eng.	Elective	3
His.	Elective	3
	Elective	3
Hpe. 104	Standard First Aid	1/2
Edu. 361	History and Philosophy of Education	3
		15 1/2

127 1/2 semester hours required
for the A.B. degree.

BACHELOR OF ARTS: ENGLISH

CURRICULUM DESIGN

This curriculum includes the following general requirements:

General Education	48 semester hours
Modern Language	12 semester hours
Concentration in English	42 semester hours
Related fields	18 semester hours
Physical Education	1 semester hour
Total	121 semester hours

GENERAL EDUCATION

English language (3 sem. hrs.). Required: English Composition.

Humanities (15 sem. hrs.). Required: Types of Literature, 3 s.h.; Literary Heritage I, 3 s.h.; History and Appreciation of Art, 3 s.h.; Music of Western Civilization, 3 s.h.; Introduction to Philosophy, 3 s.h.

Social Sciences (18 sem. hrs.). Required: History of Western Civilization to 1700, 3 s.h.; History of Western Civilization since 1700, 3 s.h.; History of the United States to 1865, 3 s.h.; History of the United States since 1865, 3 s.h.; United States Government, 3 s.h.; General Psychology, 3 s.h.

Science (9 sem. hrs.). Required: General Biology I, II, 6 s.h.; General Mathematics I, 3 s.h.

Elective (3 sem. hrs.).

MODERN LANGUAGES

French (12 sem. hrs.). Required: French Civilization I, II, 6 s.h.; French Literature I, II, 6 s.h.

CONCENTRATION IN ENGLISH

English language (3 sem. hrs.). Required: History of the English Language.

Literature (39 sem. hrs.). Required: British Writers I, II, 6 s.h.; American Writers I, II, 6 s.h.; Shakespeare, 3 s.h.; Electives, 24 s.h.

Related fields (18 sem. hrs.). Required: History of England to 1700, 3 s.h.; History of England since 1700, 3 s.h.; Electives 12 s.h.

One semester hour is required in Physical Education.

BACHELOR OF ARTS: ENGLISH

FRESHMAN YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Eng.	101	English Composition	3
Frn.	201	French Civilization I	3
His.	101	Western Civilization to 1700	3
Bio.	101	General Biology I	3
Mat.	101	General Mathematics I	3
Hpe.	101	Physical Education I	½
			15½

<i>Spring Semester</i>			
Eng.	211	Types of Literature	3
Eng.	121	Literary Heritage I	3
Frn.	202	French Civilization II	3
His.	102	Western Civilization since 1700	3
Bio.	102	General Biology II	3
Hpe.	102	Physical Education II	½
			15½

SOPHOMORE YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Eng.	201	History of the English Language	3
Eng.	221	British Writers I	3
Eng.	231	American Writers I	3
Frn.	203	Survey of French Literature I	3
His.	201	History of England to 1700	3
			15

<i>Spring Semester</i>			
Eng.	222	British Writers II	3
Eng.	232	American Writers II	3
Frn.	204	Survey of French Literature II	3
His.	202	History of England since 1700	3
Psy.	101	General Psychology	3
			15

BACHELOR OF ARTS: ENGLISH

JUNIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Eng.	241	Shakespeare	3
Eng.		Elective	3
Gov.	101	United States Government	3
His.	131	History of the United States to 1865	3
Mus.	102	Music of Western Civilization	3
			15

Spring Semester

Eng.		Elective	3
Eng.		Elective	3
		Elective	3
His.	132	History of the United States since 1865	3
Art	101	History and Appreciation of Art	3
			15

SENIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Eng.		Elective	3
Eng.		Elective	3
Phl.	101	Introduction to Philosophy	3
		Elective	3
		Elective	3
			15

Spring Semester

Eng.		Elective	3
Eng.		Elective	3
Eng.		Elective	3
		Elective	3
		Elective	3
			15

121 semester hours required
for the A.B. degree.

BACHELOR OF ARTS: TEACHING OF HISTORY

CURRICULUM DESIGN

The plan of studies may be summarized by the following general requirements:

General Education	49 semester hours
Modern Language	12 semester hours
Concentration in History	36 semester hours
Related fields	8 semester hours
Professional Education	21 semester hours
Health and Physical Education	1½ semester hours
Total	127½ semester hours

GENERAL EDUCATION

English language (4 sem. hrs.). Required: English Composition, 3 s.h.; Fundamentals of Speech, ½ s.h.; Public Speaking, ½ s.h.

Humanities (18 sem. hrs.). Required: Literary Heritage I, II, III, 9 s.h.; History and Appreciation of Art, 3 s.h.; Music of Western Civilization, 3 s.h.; Introduction to Philosophy, 3 s.h.

Social Sciences (15 sem. hrs.). Required: Ancient and Medieval World, 3 s.h.; Europe in Transition, 3 s.h.; United States Government, 3 s.h.; Economic Geography, 3 s.h.; General Psychology, 3 s.h.

Science (9 sem. hrs.). Required: General Biology I, II, 6 s.h.; General Mathematics I, 3 s.h.

Elective (3 sem. hrs.).

MODERN LANGUAGE

French (12 sem. hrs.). Required: French Civilization I, II, 6 s.h.; French Literature I, II, 6 s.h.

CONCENTRATION IN HISTORY

History (36 sem. hrs.). Required: Europe in the 17th Century, 3 s.h.; Europe in the 18th Century, 3 s.h.; Europe in the 19th Century, 3 s.h.; Europe in the 20th Century, 3 s.h.; American Colonial History, 3 s.h.; American Frontier, 3 s.h.; United

States in the 19th Century, 3 s.h.; United States in the 20th Century, 3 s.h.; Ideology and World Affairs, 3 s.h.; Reading Seminar, 3 s.h.; Coordinating Seminar, 3 s.h.; Elective, 3 s.h.

Related fields (8 sem. hrs.). Required: Development of Economic Theory, 3 s.h.; Political Economy, 3 s.h.; Contemporary World Health Problems, 2 s.h.

PROFESSIONAL EDUCATION

Philosophy (3 sem. hrs.). Required: History and Philosophy of Education.

Psychology (6 sem. hrs.). Required: Psychology of Adolescence, 3 s.h.; Educational Measurement, 3 s.h.

Teaching of History (6 sem. hrs.). Required: Curriculum and Teaching of History, 3 s.h.; Human Relations and Education, 3 s.h.

Student Teaching (6 sem. hrs.). Required: Student Teaching of History: Secondary School.

One and one-half semester hours are required in Health and Physical Education.

BACHELOR OF ARTS: TEACHING OF HISTORY

FRESHMAN YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
His.	111	The Ancient and Medieval World	3
Eng.	101	English Composition	3
Eng.	111	Fundamentals of Speech	½
Frn.	201	French Civilization I	3
Bio.	101	General Biology I	3
Mat.	101	General Mathematics I	3
Hpe.	101	Physical Education I	½
			16

<i>Spring Semester</i>			
His.	112	Europe in Transition: 1300-1600	3
Eng.	112	Public Speaking	½
Eng.	121	Literary Heritage I	3
Frn.	202	French Civilization II	3
Bio.	102	General Biology II	3
Mus.	102	Music of Western Civilization	3
Hpe.	102	Physical Education II	½
			16

SOPHOMORE YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
His.	211	Europe in the Seventeenth Century	3
His.	221	American Colonial History	3
Eng.	122	Literary Heritage II	3
Frn.	203	Survey of French Literature I	3
Eco.	201	Development of Economic Theory	3
Psy.	101	General Psychology	3
			18

<i>Spring Semester</i>			
His.	212	Europe in the Eighteenth Century	3
His.	222	American Frontier	3
Eng.	123	Literary Heritage III	3
Frn.	204	Survey of French Literature II	3
Eco.	202	Political Economy	3
			15

BACHELOR OF ARTS: TEACHING OF HISTORY

JUNIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
His.	213	Europe in the Nineteenth Century . . .	3
His.	223	United States in the Nineteenth Century . .	3
His.		Elective	3
Gov.	101	United States Government	3
Art	101	History and Appreciation of Art	3
Phl.	101	Introduction to Philosophy	3
			18

Spring Semester

His.	214	Europe in the Twentieth Century . . .	3
His.	224	United States in the Twentieth Century . .	3
His.	261	Ideology and World Affairs	3
Edu.	302	Psychology of Adolescence	3
Edu.	352	Educational Measurement	3
			15

SENIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Edu.	333	The Curriculum and Teaching of History . .	3
Edu.	341	Human Relations and Education	3
Edu.	374	Student Teaching of History: Secondary School .	6
			12

Spring Semester

His.	291	Reading Seminar	3
His.	293	Coordinating Seminar	3
Geo.	102	Economic Geography	3
		Elective	3
Hpe.	104	Standard First Aid	1/2
Hpe.	112	Contemporary World Health Problems . .	2
Edu.	361	History and Philosophy of Education . . .	3
			17½

127½ semester hours required
for the A.B. degree.

BACHELOR OF ARTS: HISTORY

CURRICULUM DESIGN

The plan of studies is summarized in the following general requirements:

General Education	48 semester hours
Modern Language	12 semester hours
Concentration in History . .	42 semester hours
Related fields	20 semester hours
Physical Education	1 semester hour
Total	123 semester hours

GENERAL EDUCATION

English language (3 sem. hrs.). Required: English Composition.

Humanities (18 sem. hrs.). Required: Literary Heritage I, II, III, 9 s.h.; History and Appreciation of Art, 3 s.h.; Music of Western Civilization, 3 s.h.; Introduction to Philosophy, 3 s.h.

Social Sciences (15 sem. hrs.). Required: Ancient and Medieval World, 3 s.h.; Europe in Transition, 3 s.h.; United States Government, 3 s.h.; Economic Geography, 3 s.h.; General Psychology, 3 s.h.

Science (9 sem. hrs.). Required: General Biology I, II, 6 s.h.; General Mathematics I, 3 s.h.

Elective (3 sem. hrs.).

MODERN LANGUAGE

French (12 sem. hrs.). Required: French Civilization I, II, 6 s.h.; French Literature I, II, 6 s.h.

CONCENTRATION IN HISTORY

History (42 sem. hrs.). Required: Europe in the 17th Century, 3 s.h.; Europe in the 18th Century, 3 s.h.; Europe in the 19th Century, 3 s.h.; Europe in the 20th Century, 3 s.h.; American Colonial History, 3 s.h.; American Frontier, 3 s.h.; United

States in the 19th Century, 3 s.h.; United States in the 20th Century, 3 s.h.; Ideology and World Affairs, 3 s.h.; Reading Seminar in United States History, 3 s.h.; Reading Seminar, 3 s.h.; Coordinating Seminar, 3 s.h.; Electives, 6 s.h.

Related fields (20 sem. hrs.). Required: Development of Economic Theory, 3 s.h.; Political Economy, 3 s.h.; Contemporary World Health Problems, 2 s.h.; Electives, 12 s.h.

One semester hour is required in Physical Education.

BACHELOR OF ARTS: HISTORY

FRESHMAN YEAR

<i>Fall Semester</i>							<i>Sem. Hrs.</i>
His.	111	The Ancient and Medieval World	.	.	.		3
Eng.	101	English Composition	.	.	.	.	3
Frn.	201	French Civilization I	.	.	.	.	3
Bio.	101	General Biology I	.	.	.	.	3
Mat.	101	General Mathematics I	.	.	.	.	3
Hpe.	101	Physical Education I	.	.	.	.	$\frac{1}{2}$
							15½

Spring Semester

His.	112	Europe in Transition: 1300-1600	.	.	.	.	3
Eng.	121	Literary Heritage I	.	.	.	.	3
Frn.	202	French Civilization II	.	.	.	.	3
Bio.	102	General Biology II	.	.	.	.	3
Mus.	102	Music of Western Civilization	.	.	.	.	3
Hpe.	102	Physical Education II	.	.	.	.	$\frac{1}{2}$
							15½

SOPHOMORE YEAR

<i>Fall Semester</i>							<i>Sem. Hrs.</i>
His.	211	Europe in the Seventeenth Century	.	.	.		3
His.	221	American Colonial History	.	.	.	.	3
Frn.	203	Survey of French Literature I	.	.	.	.	3
Eng.	122	Literary Heritage II	.	.	.	.	3
Eco.	201	Development of Economic Theory	.	.	.	.	3
Psy.	101	General Psychology	.	.	.	.	3
							18

Spring Semester

His.	212	Europe in the Eighteenth Century	.	.	.		3
His.	222	American Frontier	.	.	.	.	3
Frn.	204	Survey of French Literature II	.	.	.	.	3
Eng.	123	Literary Heritage III	.	.	.	.	3
Eco.	202	Political Economy	.	.	.	.	3
							15

BACHELOR OF ARTS: HISTORY

JUNIOR YEAR

Fall Semester

			<i>Sem. Hrs.</i>
His.	213	Europe in the Nineteenth Century	3
His.	223	United States in the Nineteenth Century	3
		Elective	3
		Elective	3
Gov.	101	United States Government	3
			15

Spring Semester

His.	214	Europe in the Twentieth Century	3
His.	224	United States in the Twentieth Century	3
His.		Elective	3
		Elective	3
Art	101	History and Appreciation of Art	3
			15

SENIOR YEAR

Fall Semester

			<i>Sem. Hrs.</i>
His.	261	Ideology and World Affairs	3
His.	292	Reading Seminar in United States History	3
His.		Elective	3
		Elective	3
Phl.	101	Introduction to Philosophy	3
			15

Spring Semester

His.	291	Reading Seminar	3
His.	293	Coordinating Seminar	3
Geo.	102	Economic Geography	3
		Elective	3
Hpe.	112	Contemporary World Health Problems	2
			14

123 semester hours required
for the A.B. degree.

BACHELOR OF ARTS: MUSIC

CURRICULUM DESIGN

This program includes the following general requirements:

General Education	60 semester hours
Modern Language	12 semester hours
Concentration in Music . .	49 semester hours
Physical Education	1 semester hour
Total	122 semester hours

GENERAL EDUCATION

English language (3 sem. hrs.). Required: English Composition.

Humanities (21 sem. hrs.). Required: Literary Heritage I, II, III, 9 s.h.; History and Appreciation of Art, 3 s.h.; Music History and Literature I, II, 6 s.h.; Introduction to Philosophy, 3 s.h.

Social Sciences (18 sem. hrs.). Required: History of Western Civilization to 1700, 3 s.h.; History of Western Civilization since 1700, 3 s.h.; United States History to 1865, 3 s.h.; United States History since 1865, 3 s.h.; United States Government, 3 s.h.; General Psychology, 3 s.h.

Science (9 sem. hrs.). Required: General Biology I, II, 6 s.h.; General Mathematics I, 3 s.h.

Electives (9 sem. hrs.).

MODERN LANGUAGE

French (12 sem. hrs.). Required: French Civilization I, II, 6 s.h.; French Literature I, II, 6 s.h.

CONCENTRATION IN MUSIC

Music Theory (24 sem. hrs.). Required: Theory I: Sight Singing, 3 s.h.; Theory I: Advanced Sight Singing and Dictation, 3 s.h.; Theory II: Diatonic Harmony, 3 s.h.; Theory II: Chromatic Harmony, 3 s.h.; Theory III: Orchestration, 3 s.h.;

Theory III: Advanced Orchestration, 3 s.h.; Theory IV: 16th Century Counterpoint, 3 s.h.; Theory IV: 18th Century Counterpoint, 3 s.h.

Applied Music (13 sem. hrs.). Required: Vocal and Choral Techniques I, 3 s.h.; Elementary Conducting, 3 s.h.; Advanced Choral Conducting or Instrumental Conducting, 3 s.h.; Functional Piano, 4 s.h.

Music Literature (3 sem. hrs.). Required: One elective in music of a special period or form.

Electives (9 sem. hrs.).

One semester hour is required in Physical Education.

BACHELOR OF ARTS: MUSIC

FRESHMAN YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Mus.	211	Theory I: Sight Singing	3
Mus.	261	Ensemble	0
Eng.	101	English Composition	3
Frn.	201	French Civilization I	3
His.	101	Western Civilization to 1700	3
Bio.	101	General Biology I	3
Hpe.	101	Physical Education I	1½
			15½

<i>Spring Semester</i>			
Mus.	212	Theory I: Sight Singing and Dictation	3
Mus.	262	Ensemble	0
Eng.	121	Literary Heritage I	3
Frn.	202	French Civilization II	3
His.	102	Western Civilization since 1700	3
Bio.	102	General Biology II	3
Hpe.	102	Physical Education II	1½
			15½

SOPHOMORE YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Mus.	201	Music History and Literature I	3
Mus.	213	Theory II: Diatonic Harmony	3
Mus.	263	Ensemble	0
Eng.	122	Literary Heritage II	3
Frn.	203	Survey of French Literature II	3
Psy.	101	General Psychology	3
			15

<i>Spring Semester</i>			
Mus.	202	Music History and Literature II	3
Mus.	214	Theory II: Chromatic Harmony	3
Mus.	264	Ensemble	0
Eng.	123	Literary Heritage III	3
Frn.	204	Survey of French Literature II	3
Mat.	101	General Mathematics I	3
			15

BACHELOR OF ARTS: MUSIC

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mus. 215	Theory III: Orchestration	3
Mus. 233	Vocal and Choral Techniques I	3
Mus. 241	Functional Piano	1
Mus. 265	Ensemble	0
Art 101	History and Appreciation of Art	3
Phl. 101	Introduction to Philosophy	3
His. 131	History of the United States to 1865	3
		16

<i>Spring Semester</i>		
Mus. 216	Theory III: Advanced Orchestration	3
Mus. 231	Elementary Conducting	3
Mus. 242	Functional Piano	1
Mus. 266	Ensemble	0
Mus.	Elective in Music Literature	3
Mus.	Elective	3
His. 132	History of the United States since 1865	3
		16

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mus. 217	Theory IV: 16th Century Counterpoint	3
Mus. 225	Instrumental Conducting	
or		
Mus. 232	Advanced Choral Conducting	3
Mus. 243	Functional Piano	1
Mus. 267	Ensemble	0
Mus.	Elective	3
Mus.	Elective	3
Gov. 101	United States Government	3
		16

<i>Spring Semester</i>		
Mus. 218	Theory IV: 18th Century Counterpoint	3
Mus. 244	Functional Piano	1
Mus. 268	Ensemble	0
Mus.	Elective	3
Mus.	Elective	3
Mus.	Elective	3
		13

122 semester hours required
for the A.B. degree.

BACHELOR OF ARTS: TEACHING OF BIOLOGY

CURRICULUM DESIGN

The following presents the general requirements of this program:

General Education	45 semester hours
Modern Language	12 semester hours
Concentration in Biology . .	38 semester hours
Related fields	15 semester hours
Professional Education . . .	18 semester hours
Health and Physical Education .	1½ semester hours
Total	129½ semester hours

GENERAL EDUCATION

English language (4 sem. hrs.). Required: English Composition, 3 s.h.; Fundamentals of Speech, ½ s.h.; Public Speaking, ½ s.h.

Humanities (12 sem. hrs.). Required: Literary Heritage I, II, III, 9 s.h.; History and Appreciation of Art or Introduction to Music, 3 s.h.

Social Sciences (12 sem. hrs.). Required: History of Western Civilization to 1700, 3 s.h.; History of Western Civilization since 1700, 3 s.h.; United States History and Government, 3 s.h.; General Psychology, 3 s.h.

Science (14 sem. hrs.). Required: General Physics I, II, 8 s.h.; Mathematical Analysis I, II, 6 s.h.

Elective (3 sem. hrs.).

MODERN LANGUAGE

French (12 sem. hrs.). Required: French Civilization I, II, 6 s.h.; French Literature I, II, 6 s.h.

CONCENTRATION IN BIOLOGY

Biology (38 sem. hrs.). Required: Zoology, 4 s.h.; Botany, 4 s.h.; Comparative Anatomy, 4 s.h.; Invertebrate Zoology, 4 s.h.; General Physiology, 3 s.h.; Plant Physiology, 3 s.h.; Ecology, 3 s.h.; Genetics, 3 s.h.; Embryology, 3 s.h.; Histology, 3 s.h.; Biology Research, 2 s.h.; Biology Seminar, 2 s.h.

Related fields (15 sem. hrs.). Required: General Chemistry I, II, 8 s.h.; Organic Chemistry, 4 s.h.; Elective in Science, 3 s.h.

PROFESSIONAL EDUCATION

Philosophy (3 sem. hrs.). Required: History and Philosophy of Education.

Psychology (6 sem. hrs.). Required: Psychology of Adolescence, 3 s.h.; Educational Measurement, 3 s.h.

Teaching of Biology (3 sem. hrs.). Required: Curriculum and Teaching of Biology.

Student Teaching (6 sem. hrs.). Required: Student Teaching of Biology: Secondary School.

One and one-half semester hours are required in Health and Physical Education.

BACHELOR OF ARTS: TEACHING OF BIOLOGY

FRESHMAN YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bio.	201	Zoology	4
Chm.	201	General Chemistry I	4
Mat.	201	Mathematical Analysis I	3
Eng.	101	English Composition	3
Eng.	111	Fundamentals of Speech	½
Frn.	201	French Civilization I	3
Hpe.	101	Physical Education I	½
			18

Spring Semester

Bio.	202	Botany	4
Chm.	202	General Chemistry II	4
Mat.	202	Mathematical Analysis II	3
Eng.	112	Public Speaking	½
Eng.	121	Literary Heritage I	3
Frn.	202	French Civilization II	3
Hpe.	102	Physical Education II	½
			18

SOPHOMORE YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bio.	211	Comparative Anatomy	4
Chm.	211	Organic Chemistry	4
Phy.	201	Physics I	4
Eng.	122	Literary Heritage II	3
Frn.	203	Survey of French Literature I	3
			18

Spring Semester

Bio.	212	Invertebrate Zoology	4
Phy.	202	Physics II	4
Eng.	123	Literary Heritage III	3
Frn.	204	Survey of French Literature II	3
Psy.	101	General Psychology	3
			17

BACHELOR OF ARTS: TEACHING OF BIOLOGY

JUNIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bio.	221	General Physiology	3
Bio.	241	Embryology	3
His.	101	Western Civilization to 1700	3
Art	101	History and Appreciation of Art	
or			
Mus.	101	Introduction to Music	3
Edu.	302	Psychology of Adolescence	3
			15

<i>Spring Semester</i>			
Bio.	231	Ecology	3
Bio.	242	Genetics	3
		Elective in Science	3
His.	102	Western Civilization since 1700	3
Edu.	352	Educational Measurement	3
			15

SENIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bio.	281	Biology Research	2
Bio.	291	Biology Seminar	2
Edu.	332	The Curriculum and Teaching of Science	3
Edu.	373	Student Teaching of Biology: Secondary School	6
			13

<i>Spring Semester</i>			
Bio.	222	Plant Physiology	3
Bio.	251	Histology	3
His.	133	United States History and Government	3
		Elective	3
Hpe.	104	Standard First Aid	1/2
Edu.	361	History and Philosophy of Education	3
			15½

129½ semester hours required
for the A.B. degree.

BACHELOR OF ARTS: BIOLOGY

CURRICULUM DESIGN

The plan of studies is summarized by the following general requirements:

General Education	50 semester hours
Modern Language	12 semester hours
Concentration in Biology . .	41 semester hours
Related fields	18 semester hours
Physical Education	1 semester hour
Total	122 semester hours

GENERAL EDUCATION

English language (3 sem. hrs.). Required: English Composition.

Humanities (18 sem. hrs.). Required: Literary Heritage I, II, III, 9 s.h.; History and Appreciation of Art, 3 s.h.; Introduction to Music, 3 s.h.; Introduction to Philosophy, 3 s.h.

Social Sciences (15 sem. hrs.). Required: History of Western Civilization to 1700, 3 s.h.; History of Western Civilization since 1700, 3 s.h.; History of the United States to 1865, 3 s.h.; History of the United States since 1865, 3 s.h.

Science (14 sem. hrs.). Required: Mathematical Analysis I, II, 6 s.h.; Physics I, II, 8 s.h.

MODERN LANGUAGE

French (12 sem. hrs.). Required: French Civilization I, II, 6 s.h.; French Literature I, II, 6 s.h.

CONCENTRATION IN BIOLOGY

Biology (41 sem. hrs.). Required: Zoology, 4 s.h.; Botany, 4 s.h.; Comparative Anatomy, 4 s.h.; Invertebrate Zoology, 4 s.h.; General Physiology, 3 s.h.; Plant Physiology, 3 s.h.; Ecology, 3 s.h.; Genetics, 3 s.h.; Embryology, 3 s.h.; Histology, 3 s.h.; Biology Research, 2 s.h.; Biology Seminar, 2 s.h.; Elective, 3 s.h.

Related fields (18 sem. hrs.). Required: General Chemistry I, II, 8 s.h.; Organic Chemistry, 4 s.h.; Electives, 6 s.h.

One semester hour is required in Physical Education.

BACHELOR OF ARTS: BIOLOGY

FRESHMAN YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bio.	201	Zoology	4
Chm.	201	General Chemistry I	4
Mat.	201	Mathematical Analysis I	3
Eng.	101	English Composition	3
Frn.	201	French Civilization I	3
Hpe.	101	Physical Education I	½
			17½

Spring Semester

Bio.	202	Botany	4
Chm.	202	General Chemistry II	4
Mat.	202	Mathematical Analysis II	3
Frn.	202	French Civilization II	3
Hpe.	102	Physical Education II	½
			14½

SOPHOMORE YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bio.	211	Comparative Anatomy	4
Chm.	211	Organic Chemistry	4
Phy.	201	Physics I	4
Frn.	203	Survey of French Literature I	3
			15

Spring Semester

Bio.	212	Invertebrate Zoology	4
Phy.	202	Physics II	4
Eng.	121	Literary Heritage I	3
Frn.	204	Survey of French Literature II	3
Psy.	101	General Psychology	3
			17

BACHELOR OF ARTS: BIOLOGY

JUNIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bio.	221	General Physiology	3
Bio.	241	Embryology	3
Eng.	122	Literary Heritage II	3
His.	101	Western Civilization to 1700	3
Art	101	History and Appreciation of Art	3
			15

Spring Semester

Bio.	231	Ecology	3
Bio.	242	Genetics	3
Bio.		Elective	3
His.	102	Western Civilization since 1700	3
Eng.	123	Literary Heritage III	3
			15

SENIOR YEAR

<i>Fall Semester</i>			<i>Sem. Hrs.</i>
Bio.	281	Biology Research	2
Bio.	291	Biology Seminar	2
		Elective in Science	3
His.	131	History of the United States to 1865	3
Mus.	101	Introduction to Music	3
			13

Spring Semester

Bio.	222	Plant Physiology	3
Bio.	251	Histology	3
		Elective in Science	3
His.	132	History of the United States since 1865	3
Phl.	101	Introduction to Philosophy	3
			15

122 semester hours required
for the A.B. degree.

BACHELOR OF MUSIC EDUCATION: TEACHING OF MUSIC

CURRICULUM DESIGN

The plan of studies includes the following general requirements:

General Education	43 semester hours
Concentration in Music . . .	48 semester hours
Professional Education . . .	30 semester hours
Health and Physical Education .	1½ semester hours
Total	122½ semester hours

GENERAL EDUCATION

English language (4 sem. hrs.). Required: English Composition, 3 s.h.; Fundamentals of Speech, ½ s.h.; Public Speaking, ½ s.h.

Humanities (18 sem. hrs.). Required: Literary Heritage I, II, III, 9 s.h.; History and Appreciation of Art, 3 s.h.; Music History and Literature I, II, 6 s.h.

Social Sciences (9 sem. hrs.). Required: Modern European History, 3 s.h.; United States History and Government, 3 s.h.; General Psychology, 3 s.h.

Science (6 sem. hrs.). Required: Development of Scientific Thought, 3 s.h.; General Mathematics I, 3 s.h.

Electives (6 sem. hrs.).

CONCENTRATION IN MUSIC

Music Theory (18 sem. hrs.). Required: Theory I: Sight Singing, 3 s.h.; Theory I: Advanced Sight Singing and Dictation, 3 s.h.; Theory II: Diatonic Harmony, 3 s.h.; Theory II: Chromatic Harmony, 3 s.h.; Theory III: Orchestration, 3 s.h.; Theory IV: 18th Century Counterpoint, 3 s.h.

Applied Music (30 sem. hrs.). Required: Instrumental Techniques: String, Woodwind, Percussion, Brass, 8 s.h.; Instrumental Conducting, 2 s.h.; Choral Techniques: Elementary Conducting, 3 s.h.; Advanced Choral Conducting, 3 s.h.; Vocal and Choral Techniques I, II, 6 s.h.; Keyboard Techniques: Piano, 6 s.h.; Solo Techniques: Recital Class, I, II, 2 s.h.

PROFESSIONAL EDUCATION

Philosophy (3 sem. hrs.). Required: History and Philosophy of Education.

Psychology (5 sem. hrs.). Required: Psychology of Childhood and Adolescence, 3 s.h.; Evaluation in Music Education, 2 s.h.

Teaching and supervision (12 sem. hrs.). Required: Workshop in Education, 3 s.h.; Music in the Elementary School, 3 s.h.; Music in the Secondary School, 3 s.h.; Supervision of Music Education, 3 s.h.

Student Teaching (10 sem. hrs.). Required: Student Teaching of Music: Elementary School, 5 s.h.; Student Teaching of Music: Secondary School, 5 s.h.

One and one-half semester hours are required in Health and Physical Education.

BACHELOR OF MUSIC EDUCATION: TEACHING OF MUSIC

FRESHMAN YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mus. 211	Theory I: Sight Singing	3
Mus. 221	Instrumental Class: String	2
Mus. 241	Functional Piano	1
Mus. 261	Ensemble	0
Eng. 101	English Composition	3
Eng. 111	Fundamentals of Speech	$\frac{1}{2}$
Art 101	History and Appreciation of Art	3
His. 121	Modern European History	3
Hpe. 101	Physical Education I	$\frac{1}{2}$
		16

<i>Spring Semester</i>		
Mus. 212	Theory I: Sight Singing and Dictation	3
Mus. 222	Instrumental Class: Woodwind	2
Mus. 242	Functional Piano	1
Mus. 262	Ensemble	0
Eng. 121	Literary Heritage I	3
Eng. 112	Public Speaking	$\frac{1}{2}$
Mat. 101	General Mathematics I	3
Psy. 101	General Psychology	3
Hpe. 102	Physical Education II	$\frac{1}{2}$
		16

SOPHOMORE YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mus. 201	Music History and Literature I	3
Mus. 213	Theory II: Diatonic Harmony	3
Mus. 223	Instrumental Class: Percussion	2
Mus. 224	Instrumental Class: Brass	2
Mus. 243	Functional Piano	1
Mus. 263	Ensemble	0
Eng. 122	Literary Heritage II	3
		14

<i>Spring Semester</i>		
Mus. 202	Music History and Literature II	3
Mus. 214	Theory II: Chromatic Harmony	3
Mus. 231	Elementary Conducting	3
Mus. 244	Functional Piano	1
Mus. 264	Ensemble	0
Eng. 123	Literary Heritage III	3
Edu. 303	Psychology of Childhood and Adolescence	3
		16

BACHELOR OF MUSIC EDUCATION: TEACHING OF MUSIC

JUNIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mus. 215	Theory III: Orchestration	3
Mus. 232	Advanced Conducting	3
Mus. 233	Vocal and Choral Techniques I	3
Mus. 245	Functional Piano	1
Mus. 265	Ensemble	0
Mus. 301	Music in the Elementary School	3
Edu. 337	Workshop in Education	3
		16

Spring Semester

Mus. 225	Instrumental Conducting	2
Mus. 234	Vocal and Choral Techniques II	3
Mus. 246	Functional Piano	1
Mus. 266	Ensemble	0
Mus. 302	Music in the Secondary School	3
Mus. 311	Student Teaching: Music, Elementary School	5
		14

SENIOR YEAR

<i>Fall Semester</i>		<i>Sem. Hrs.</i>
Mus. 251	Major Performance: Recital Class I	1
Mus. 267	Ensemble	0
Mus. 304	Evaluation in Music Education	2
Mus. 312	Student Teaching: Music, Secondary School	5
Edu. 361	History and Philosophy of Education	3
	Elective	3
		14

Spring Semester

Mus. 218	Theory IV: 18th Century Counterpoint	3
Mus. 252	Major Performance: Recital Class II	1
Mus. 268	Ensemble	0
Mus. 303	Supervision of Music Education	3
His. 133	United States History and Government	3
Sci. 103	Development of Scientific Thought	3
Hpe. 104	Standard First Aid	1/2
	Elective	3
		16½

122½ semester hours required
for the B.Mus.Ed. degree.

ADMISSION POLICIES

The admission policy of the college is selective in nature and is directed toward securing men and women who show evidence of possessing the capacity and desire for intellectual growth and who present reasonable assurance that they will pursue successfully the degree program of their choice.

In evaluating candidates, the following criteria are considered: the high school academic record, and the recommendation of the principal or guidance director; the scores obtained on the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board; information gained from a personal interview; and the medical and health report of the candidate's personal physician and of the college physician.

ADMISSION REQUIREMENTS

Every applicant for admission is required to take the College Entrance Examination Board Scholastic Aptitude Test and three Achievement Tests, one of which must be in English. The other two Achievement Tests must be appropriate to the candidate's field of major interest. An applicant for admission to any program leading to the Bachelor of Arts degree must take one Achievement Test in a foreign language. The candidate should direct the Board to report his scores to the Director of Admissions of this college.

Candidates for admission to the program leading to the Bachelor of Music Education degree or to the Bachelor of Arts degree with a concentration in music, in addition to meeting the requirements stated above, are required to pass a Music Aptitude Test and demonstrate ability in music. This Music Aptitude Test is taken in lieu of one Scholastic Achievement Test. This test is administered at the college on several dates during the academic year. Details in regard to this test and the dates on which it will be given may be obtained from the Director of Admissions.

To be eligible for admission, an applicant must have completed a high school course of study leading to a diploma, or its equivalent preparation.

He must have completed sixteen units accepted by the high school in fulfillment of its graduation requirements or must present evidence of equivalent preparation. These sixteen units must include the following: English (through grade twelve), four units; American history and government, one unit; algebra, one unit; geometry, one unit; and biology or physics or chemistry, one unit. In addition, a candidate applying for admission to a program leading to a Bachelor of Arts degree must present at least two units in a foreign language.

The sixteen units must be so distributed that the number offered, including the prescribed units, shall not be more than four units in any of the following fields: English, social studies, mathematics, science; not be more than seven units in foreign languages (no credit for less than two units of any one language); not be more than two units in any of the following fields: fine arts, business subjects, industrial arts, home economics. One additional unit beyond the maximum stated may be granted in music to applicants for admission to the program leading to the Bachelor of Music Education degree, or to the Bachelor of Arts degree with a concentration in music.

With these requirements, an academic evaluation is made of the high school record and the score on the Scholastic Aptitude Test. On the high school record, a grade of *A* is equated four points; *B*, three points; *C*, two points; and *D*, one point. An applicant must have a successful record on the Scholastic Aptitude Test and on the Achievement Tests of the College Entrance Examination Board. Candidates who meet these criteria will be admitted provided they also meet the requirements listed below.

The candidate for admission must be in good health and in satisfactory physical condition. A statement from the applicant's personal physician and a report of a medical examination by the college physician must be submitted.

Data relative to personal characteristics and moral character are required and must warrant the admission of the applicant. A personal interview by college faculty members is required of each candidate. The results of this interview and the recommendation of the high school principal or guidance director will be considered in determining the fitness of the applicant.

If the number of applicants qualified for admission exceeds the number that the facilities of the college will accommodate, a waiting list will be established. The position of a candidate on the

waiting list will be determined by the academic evaluation described above. Vacancies will be filled from the established list. A new waiting list will be compiled after each administration of the College Entrance Examination Board tests.

PROCEDURES FOR ADMISSION

A candidate must observe the following procedures in applying for admission. All credentials should be sent to the Director of Admissions.

Application for admission must be made on a form provided by the college. A transcript of the applicant's high school record, including at least the first quarter of the senior year, on a form entitled *High School Record* which includes ratings of personal characteristics should be sent directly by the high school principal or guidance director. Records submitted by candidates themselves are not considered official.

The applicant must take the College Entrance Examination Board Scholastic Aptitude Test and the three required Achievement Tests, preferably by March of the senior year. The Board will report the test scores directly to the college. Detailed information concerning the tests and the dates throughout the year on which they will be given may be secured from the Director of Admissions, the high school principal or guidance director, or directly from Educational Testing Service, Princeton, New Jersey.

Following receipt of the application form, transcript of the high school record, and scores on the Scholastic Aptitude and Achievement Tests, the Director of Admissions will arrange an appointment for the personal interview of the applicant.

Upon notification of acceptance of admission, a candidate is required to pay the registration fee of \$20.00 within fifteen days. This fee reserves a place in the class. In fairness to qualified applicants on the waiting list, a reservation cannot be made for an accepted candidate who fails to pay the registration fee.

After an applicant has been officially notified that he has been accepted for admission, he is required to submit the statement of his health and physical condition completed by his personal physician.

ADMISSION TO ADVANCED STANDING

Applicants for admission to advanced standing and seeking transfer of credits from other colleges and universities must meet the general admissions requirements and must submit official transcripts and letters of recommendation from the deans of all post-secondary institutions attended.

ADMISSION TO PROFESSIONAL EDUCATION

Admission of a student to the Professional Education program of any curriculum leading to a degree in teaching may be granted at the completion of his sophomore year.

The Faculty Scholastic Committee requires evaluations of candidates for professional education programs. Faculty members in whose courses these students are enrolled submit an evaluation based on the intellectual ability, competence in oral and written communication, emotional stability, and moral character of each candidate.

On the basis of these evaluations and the college policy on academic standing, students are granted or denied admission to a professional education program.

ACADEMIC POLICIES

GRADING SYSTEM

The college is organized on the semester basis. Credits earned for successful completion of a course are expressed in semester hours. One semester hour means approximately one hour of class work and two hours of preparation per week (laboratory and similar courses are an exception).

The quality of the student's work in a course is reported and officially recorded by letters and quality point values as follows: *A*, 4; *B*, 3; *C*, 2; *D*, 1; *E*, 0.

A grade of *A* indicates that the quality of the work done by the student is superior. *B* indicates work which has distinction. *C* indicates work which is satisfactory. *D* indicates work which is passing but unsatisfactory. *E* means failure. *Inc.* (Incomplete) means that course requirements have not been completed. Incomplete grades must be made up within eight weeks after the opening of the following semester. No course may be marked *Incomplete* unless eighty per cent of the work has been done at the time of discontinuance.

At the end of each semester, a report of the grades received in the several courses is mailed to the parents of freshmen and is issued directly to upperclass students.

ACADEMIC STANDING

Academic standing and eligibility for a degree are determined by the quality of the student's work. To remain in satisfactory academic standing, a student must maintain a quality point average of 1.5 or better.

The quality point average is an index to the overall quality of a student's academic work. It is the ratio of the total number of quality point values earned in courses to the total number of semester hours credit which these courses represent. The number

of quality points which a student receives in a course is determined by multiplying the number of semester hours credit which the course carries by the quality point value received as a grade for the course, e. g., a three semester hour course with a grade or quality point value of 4 has twelve quality points. The quality point average is computed by dividing the total number of quality points for all courses by the corresponding total number of semester hours.

The quality point average is determined at the end of each semester. Students with an average of less than 1.0 at the end of any semester may be dismissed from the college.

A quality point average of 1.5 is required for advancement to sophomore, junior, or senior standing and for the baccalaureate degree. Students with an average of less than 1.5 at the end of any year are dismissed from the college for inadequate scholarship.

COURSE DEFICIENCIES

To remain in good academic standing, a student must not only maintain a quality point average of 1.5 or better but must also pass every course. When a student receives a failure in any course, the grade of *E* can never be removed from the record. If the failure occurs in a prescribed course, he must repeat and pass it. The course must be taken in an approved summer session or, when possible, during the regular academic year. Prerequisite courses, in which *E* grades have been received, must be successfully repeated before the student may take advanced work.

The grade for a repeated course will be recorded in the college records as follows: *Repeated* (name of course) *passed at* (name of college) *with a grade of* . . .

The quality point average made at the end of each semester is not affected by grades in courses subsequently taken and passed.

ACADEMIC HONORS

A Dean's List, which contains the names of students who deserve special mention for superior scholarship, is published semi-annually.

Honors are awarded at Commencement to students whose scholarship merits citation. Their degrees are conferred *summa cum laude*, *magna cum laude*, or *cum laude*. A Gold Key is presented to each recipient of an honors degree.

DEGREE REQUIREMENTS

In order to qualify as a candidate for the A.B., B.S.Ed., or B.Mus.Ed. degree, a student must comply with the following regulations. He must:

Complete all the requirements of the degree curriculum in which he is registered, not only in terms of the semester hour credits but also of the courses required in that curriculum.

Maintain an academic standing or quality point average of 1.5 or better for each of the four years and pass every course required for the degree.

Fulfill the residence requirement of at least one year of full-time study (a minimum of thirty semester hours) and be in residence in the academic year immediately preceding the commencement at which the degree is to be conferred.

Discharge in full all financial obligations to the college.

WITHDRAWAL FROM THE COLLEGE

Students desiring to withdraw from the college are required to make arrangements for a conference with the Dean of Men or the Dean of Women. If, for any reason, it is not possible to confer with the respective dean, the student must submit a written notification of withdrawal. Notice of withdrawal is required in order that the student's permanent record may be properly completed. When withdrawal occurs during the course of any semester, failure to comply with this regulation will mean that a failing grade for every course in which the student is enrolled will be entered on the official record.

PERSONNEL SERVICES

While the primary concern of the college is to provide an effective intellectual environment for the student, it subscribes to the belief that other facets of the individual's development are of equal importance. It is aware of its obligation to assist in the growth of the student as a person and to provide services which contribute to such development.

COUNSELING

The counseling of students in both academic and personal problems is the particular responsibility of the Dean of Women and the Dean of Men. Emphasis is placed on assisting the student to become a stable, mature person capable of analyzing his problems objectively and of making intelligent decisions.

A planned program assists freshman students in becoming oriented to academic and social life at the college. This is initiated during Freshman Week which precedes the opening of the academic year. At this time, entering students become acquainted with the campus, their fellow students, and the general environment of the college. They also take placement tests and attend conferences. The Student Government Association assists by providing social and recreational functions and by discussing student activities, privileges, and responsibilities.

This initial guidance continues in a series of required weekly meetings throughout the year. The plan for these meetings is quite flexible and is developed according to the particular needs of the class. The Dean of Women serves as course coordinator. Supplementary individual conferences with freshman students are held.

STUDENT HEALTH SERVICES

The health of the students is the responsibility of the college medical adviser, a registered nurse, and members of the college health department. The purpose of this service is to provide as fully as possible on the campus educational health guidance and

preventive health screening tests and services to all students, and medical attention in the event of an emergency. It in no way assumes the function of the student's personal physician or the responsibility of the parents for the health and medical care of the student. Hospitalization or medical treatment is obtained for the student only upon the permission and at the expense of the parent. All students are required to have a physical examination by the college medical adviser every year. When the presence of a physical anomaly is revealed, students are advised in regard to the need for medical attention.

RESIDENT LIVING

Resident student living facilities include a residence hall for women, Presidents Hall, on the campus, and approved rooms in private homes off-campus. Men and women students are permitted to live only in those private residences which have been approved by the college. The selection of and financial agreement for off-campus housing is the personal responsibility of the student.

Women students living in Presidents Hall are under the general jurisdiction of the Dean of Women. They elect their own governing council the purpose of which is to establish policies and plan activities which will aid group living and promote the personal and social development of residents.

PLACEMENT SERVICES

The college maintains a Placement Office which disseminates information on positions available in teaching. Its purpose is to assist seniors in locating teaching positions and to be of service to officials of school systems seeking teaching personnel. Pertinent records and information are kept on all seniors who are candidates for degrees in teaching. Interviews are arranged between these students and representatives of public school systems. This office also provides information regarding graduate study, and graduate fellowships and scholarships.

STUDENT ACTIVITIES

Academic work is supplemented by a variety of extracurricular activities which contribute significantly to college life. These activities provide opportunity for recreation, expression of special interests, and the development of individual talents which might otherwise lie dormant. They also offer experiences in working with others and in acquiring qualities of leadership.

Education comes not only from academic learning; it comes also from association with other students in situations which encourage independence, tolerance, and respect for the individual, essential attributes in a democratic society.

STUDENT GOVERNMENT ASSOCIATION

This assembly includes all students in the college. Its purpose is to promote self-government among its members, to provide for their diverse interests, and to develop awareness of their individual responsibilities as members of a college community.

The governing body is the Student Council, consisting of officers, elected by the entire student body, and representatives from each class. It meets weekly to conduct its business and supervise its program. The responsibilities of the Council include the allocation and the management of student finances, the development of policies relating to student welfare, and the planning, organizing, and coordinating of all student activities.

CAMPUS BOOKSTORE

A cooperative bookstore is operated by the Student Council for the convenience of students. It is located in Humanities Building adjacent to the student lounge.

PUBLICATIONS

CAMPUS STAR. The college newspaper is edited and managed by students who are interested in journalism. It is published bi-

weekly to inform students of campus events and other matters of interest to them and to serve as a medium for the expression of student opinion.

PEGASUS. The college literary magazine is published semi-annually. Its purpose is to encourage students to participate in the arts of creative thinking and creative writing. The material selected for publication is chosen from art, poetry, fiction, non-fiction, music, or photography submitted by students and faculty.

THE KNOLL. Published annually, the college yearbook is planned and directed by students. Its purpose is to produce a book of such quality as befits the permanent record of the senior class and of the events and activities that have taken place on and off the campus during the academic year.

DRAMATICS

DRAMA CLUB. This organization offers opportunities for expression through the dramatic arts. Experiences in staging, lighting, and costuming, as well as performing, are available. It presents a variety of dramatic productions throughout the academic year.

MUSICAL ACTIVITIES

M. E. N. C. This is a student chapter of the Massachusetts Music Educators Association, affiliate of the Music Educators National Conference. Membership in this organization entitles one to a subscription of the Music Educators Journal. Members of this organization are active on the campus in college functions and in music conferences at the state and national levels. Each year, they present a major musical production.

JAZZ SOCIETY. Composed of students who are enthusiasts, this organization furthers music self-expression and presents jazz, concert-style, in private and public performances. It seeks to acquaint its members, both performing and associate, with a discriminating recognition of jazz, and to aid performing members in skillful rendition.

SPORTS ACTIVITIES

A broad program of intramural and individual sports provides opportunities for recreational participation by all students. This program exists for the benefit of the student and for the contribu-

tion it can make to his educational experience. Two organizations sponsor such a program for men and women respectively.

MEN'S ATHLETIC ASSOCIATION. The program which this organization offers includes a variety of intramural sports. Its members may participate in basketball, touch football, handball, volleyball, badminton, bowling, and golf. In addition, sports nights and social activities are sponsored by the group.

Varsity Sports. A program of varsity sports for men students is also sponsored by the Men's Athletic Association. There are varsity teams in basketball and in baseball. The intercollegiate competition in these sports is undertaken on a home-and-away basis with a number of colleges in New England.

WOMEN'S RECREATIONAL ORGANIZATION. Recreational activities are the essence of the program. Its purpose is to promote a high standard of wholesome living and sportsmanship, and a permanent interest in physical recreation. The emphasis is on playing rather than on winning, and upon intra-competition rather than on inter-competition. The recreational and sports program includes badminton, basketball, softball, volleyball, bowling, swimming, tennis, golf, and modern dance. A variety of social and recreational activities are also part of its diversified program.

RELIGIOUS ACTIVITIES

IONA FELLOWSHIP. The purpose is to provide for the spiritual needs of Protestant students united in a common desire to realize a full and creative life through a growing knowledge of God. This the members seek to achieve through worship, study, and action.

Meetings are held monthly in a local church under the direction of a chaplain. Membership is also open to students at Lowell Technological Institute.

NEWMAN CLUB. Designed to promote the spiritual needs of Catholic students and at the same time to extend their intellectual and social interests.

Joint meetings with the students of Lowell Technological Institute are held monthly under the direction of a chaplain. A planned program of lectures and discussion by the spiritual adviser and guest speakers is carried on throughout the academic year.

PHANAR CLUB. The name Phanar literally means a light or beacon. Membership in this group is open to Eastern Orthodox

students from colleges in the Lowell area. Its purpose is to foster the spiritual and intellectual growth of its members and to help them achieve a fuller life through the perpetuation of Christian precepts.

Lectures and discussion by the spiritual advisers or guest speakers are provided at the monthly meetings.

FEES AND EXPENSES

TUITION FEE

The tuition fee is \$200.00 per academic year for students who are registered for full-time study and who are legal residents of Massachusetts.

For students who are studying on a full-time basis and who are non-residents of Massachusetts, the tuition fee is \$600.00 per year.

Students who are residents of Massachusetts and who are studying on a part-time basis pay a tuition fee for each course of \$7.00 per semester hour. Non-residents of the state in the same category are assessed a tuition fee of \$21.00 per semester hour.

REGISTRATION FEE

Each applicant for admission to the college must pay a registration fee of \$20.00 within fifteen days following notification of acceptance of admission. This fee is not refundable, but will be applied to the tuition fee of students who register.

ACTIVITIES FEE

Every student is required to pay an activities fee of \$30.00 per year. This fee is not refundable. Payment of the activities fee automatically confers membership in the Student Government Association. The treasurer of the Student Council is in charge of the collection of this fee. This fee is used for the financial support of student publications, recreational activities, varsity sports, and all social activities sponsored by the Student Government Association.

RESIDENCE FEE

The women's residence hall, Presidents Hall, is operated on a cooperative basis. The residence fee is approximately \$448.00 for the academic year. Of this, \$128.00 is the room charge and is payable to the college. The remaining \$320.00 is for meals and is payable to a separate cooperative fund.

Each applicant for a residence hall reservation must pay a deposit of \$25.00 within fifteen days of notification of admission to the residence hall. This deposit is credited toward the first bill for room charge and is not refundable if the student fails to register.

PAYMENT OF FEES

Students will be permitted the privilege of attending classes and use of the college facilities only after they have cleared their financial obligations, or have made satisfactory arrangements with the Dean for payment.

All fees are payable in advance, on or before the day of registration for each semester. The tuition fee is payable in two installments. Students, residents of Massachusetts, registered for full-time study must pay \$100.00 at the beginning of each semester. Those who live outside of Massachusetts must pay \$300.00 per semester. Students studying on a part-time basis pay in accordance with the schedule outlined above.

The activities fee of \$30.00 is payable in full in September on the day of registration for the first semester.

The residence fee is payable in four installments. The room charge is paid as follows: \$25.00 deposit; \$7.00 on the day of registration in September; and \$32.00 on December 1, on February 1, and on April 1. The charge for meals is paid quarterly, \$80.00 on the opening day in September, on December 1, on February 1, and on April 1.

Checks or money orders in payment of the tuition fee, the registration fee, and the residence room fee should be made payable to *State College at Lowell*. Payment for the activities fee should be made payable to *Student Activities Fund, State College at Lowell*; checks for the residence meal fee should be made payable to *Student Cooperative Fund*.

REFUNDS

Refunds for students withdrawing from the college within six weeks after the beginning of the semester will be based on the regularly established schedule of refunds, minus the registration fee and the activities fee.

OTHER EXPENSES

There are additional expenses for which the student should plan in estimating his total expenses for each year. These include

the cost of textbooks at approximately \$100.00 per year, a regulation attire for physical education at approximately \$20.00 (purchased in the freshman year), class fees, and social activities. Non-resident students (those who commute to the college) should also include an estimate of expenses for noon meals and for daily transportation.

For students enrolled in the A.B. in music or in the B.Mu.Ed. degree program, there may be additional expenses for vocal instruction and for instruments. Detailed information on this may be obtained from the college.

COURSES OF INSTRUCTION

Courses are numbered in accordance with the following scheme:

- Nos. 101-199 General Education courses.
201-299 Required courses in an academic concentration.
301-399 Professional Education courses.
401-499 Elective courses.

DEPARTMENT OF ART

Assistant Professor: L. PANAS

Instructor: C. PLUMMER

ART 101. HISTORY AND APPRECIATION OF ART

The underlying causes and purposes of architecture, sculpture, and painting are the main concerns in this evaluation of the key monuments of art. The everchanging images of man are reflected in selected examples from the Greek, Byzantine, Middle Ages, Renaissance, and Modern periods.

MR. PANAS

Three semester hours.

ART 401. RENAISSANCE AND ITALIAN PAINTING

This course presents an intimate study of the works of great masters such as DaVinci, Michelangelo, Giotto, Georgone, Titan, and others of the times. This period has long been considered one of man's greatest adventures in art.

MR. PANAS

Three semester hours.

ART 402. THE AMERICAN ARTIST AND HIS WORK

A study of the American artist and his work in relation to the society in which he lived. Special emphasis is placed upon painting, with supplementary reference to the minor arts and relevant social history.

MR. PANAS

Three semester hours.

ART 411. ART MATERIALS AND TECHNIQUES

Creative experiment in the use of art materials, techniques, scientific information, and design are studied in relation to aesthetic expression. Emphasis is placed upon understanding rather than skill in production.

MR. PLUMMER

Three semester hours.

ART 412. CREATIVE DRAWING AND PAINTING

A studio course in painting and oil, water color, or tempera. The mechanics of pictorial construction are taught in a series of projects designed to encourage the creative responses of the student according to his abilities and experience.

MR. PLUMMER

Three semester hours.

ART 413. PRINTMAKING

This course offers the student an opportunity to study the various processes of graphic reproduction. Experience is gained through linoleum block printing and silk screening using original drawings and designs printed single or multi-color application. Designing, cutting and printing of blocks on paper and fabric is executed after sufficient research and examination of professional examples assures the student of a reasonably high standard in his creative endeavor.

MR. PLUMMER

Three semester hours.

DEPARTMENT OF EDUCATION

Chairman: M. GOURVILLE, *Professor*

Professor: M. MCGAUVRAN

Associate Professor: H. DRINAN; M. SHANNON

Assistant Professor: G. CUNNINGHAM; A. KIERNAN

Interdepartmental members: W. FISHER; M. GARRITY; R. LYONS;

T. NORRIS; C. PLUMMER

EDU. 301. CHILD GROWTH AND DEVELOPMENT

The findings of research in child development serve as operational guides in the study and understanding of the child in the elementary school. An exploration is made of the principles underlying the development of the physical, mental, moral, emotional, social, motor, language, and creative growth of the child. Emphasis is placed on change in the child and the relationship between the school and such change. Provision is made for the observation of

children in elementary schools, in schools for exceptional children, and in group activities sponsored by social agencies.

MISS CUNNINGHAM, MISS KIERNAN

Three semester hours.

EDU. 302. PSYCHOLOGY OF ADOLESCENCE

A systematic study is made of the dynamics of behavior in adolescence and of changing attitudes and concepts. Attention is given to individual differences in development and performance as related to physical, social, psychological, and moral factors and to attendant problems. The implications of research are presented and are used as a basis for understanding and guiding this age group.

MR. NORRIS

Three semester hours.

EDU. 303. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE

A study is made of the principles underlying the physical, social, emotional, moral, and intellectual development of children and adolescents.

MR. NORRIS

Three semester hours.

EDU. 311. THE TEACHING OF READING: ELEMENTARY SCHOOL

The role of reading in the development of the child constitutes the basis for a critical analysis of fundamental issues and principles in the teaching of reading. Systematic consideration is given to all phases of the reading program. The contributions of research are evaluated in terms of their relation to basic principles and of their functional application. Prerequisite: Edu. 301.

DR. SHANNON

Three semester hours.

EDU. 312. THE TEACHING OF LANGUAGE ARTS: ELEMENTARY SCHOOL

The focus of this course is the function of language in the development of the child, and the interrelationship which exists among the various phases of the language arts. Systematic consideration is given to the scope and sequence of the language program; primary emphasis is placed upon current practices in the development of the skills of listening, speaking, and writing. Prerequisite: Edu. 301.

MISS KIERNAN

Three semester hours.

EDU. 313. THE TEACHING OF ARITHMETIC: ELEMENTARY SCHOOL

The logical sequence in arithmetic is studied with emphasis placed upon the acquisition of important mathematical meanings and relationships. Concrete approaches to abstract concepts, facts,

operations, and step processes are stressed. Attention is given to readiness, grouping, and manipulative materials. Prerequisite: Edu. 301.

DR. DRINAN

Three semester hours.

EDU. 314. INSTRUCTIONAL MATERIALS IN SELECTED AREAS OF THE ELEMENTARY CURRICULUM

This course acquaints the student with the subject matter of the elementary school in the areas of art, music, health and physical education, science, and social studies.

These areas of the curriculum are interpreted through consideration of: 1. the correlation between subjects; 2. the appraisal and use of textbooks; 3. the use of visual aids; 4. the comparison of curriculum guides; 5. the techniques best adapted to each of the subject matter areas. Prerequisite: Edu. 301.

Coordinator: MISS GOURVILLE

Course instructors: MISS CUNNINGHAM, DR. DRINAN, DR. W. FISHER, DR. GARRITY, MR. PLUMMER

Five semester hours.

EDU. 315. OBSERVATION OF CHILDREN IN THE ELEMENTARY SCHOOL: REQUIRED SUPPLEMENTARY EXPERIENCE

The purposes, principles, and procedures developed in Edu. 311-314 give direction to observation experiences in elementary school classrooms.

MEMBERS OF THE DEPARTMENT

Non-credit.

EDU. 321. SEMINAR IN EDUCATION

Phases of ethics, school law, curriculum study, and new trends in elementary education are discussed. The members of the group re-evaluate their professional experiences. Some time is devoted to a consideration of the preparation for the first teaching position. Prerequisite: Edu. 371.

MISS GOURVILLE

Two semester hours.

EDU. 322. EDUCATION OF EXCEPTIONAL CHILDREN

The special abilities, characteristics, and reading problems of exceptional children, and the relative merits of programs designed to meet the needs of these children are critically analyzed. Consideration is also given to the relation of disability in reading to child development. Prerequisite: Edu. 311.

DR. SHANNON

Three semester hours.

EDU. 331. THE CURRICULUM AND TEACHING OF ENGLISH IN THE SECONDARY SCHOOL

Analyses are made of the objectives, content, methods, and materials of teaching literature, grammar, and composition in the secondary school. Observation of high school classes is scheduled as an integral element of this course so that students may become familiar with the teaching-learning situations to which they will be assigned for student teaching.

MISS CALIRI, MR. FOY,

MRS. GUINDON

Three semester hours.

EDU. 332. THE CURRICULUM AND TEACHING OF SCIENCE IN THE SECONDARY SCHOOL

The purpose and content of the sciences as they contribute to education in the secondary school are examined in detail. A critical analysis is made of the methods and materials currently used in teaching science. Observation in secondary schools is scheduled as an integral part of the course.

MEMBERS OF THE SCIENCE DEPARTMENT Three semester hours.

EDU. 333. THE CURRICULUM AND TEACHING OF HISTORY IN THE SECONDARY SCHOOL

An analysis is made of the materials and methods of teaching history in the secondary school. Attention is given to recent curricula on the emerging nations as well as on the western world. Observation in secondary schools is scheduled as an integral part of this course.

MEMBERS OF THE HISTORY DEPARTMENT Three semester hours.

EDU. 337. WORKSHOP IN EDUCATION

The focus is on the individual problems of the music teacher in relation to the whole educational enterprise: staff and curriculum action, grades one through twelve. Music specialists discover and define questions involving curriculum offerings in the schools, methods of grouping, guiding, and evaluating and reporting school progress. Concurrently, students observe and confer with teachers and principals of nearby elementary and secondary schools.

MISS CUNNINGHAM

Three semester hours.

EDU. 341. HUMAN RELATIONS AND EDUCATION

This course is designed to provide the social science teacher with an understanding of the problems of major racial and ethnic minorities in their efforts to become assimilated into American culture. Attention will be given to the history of these people as

well as to the role of the school and the social science teacher in developing inter-group understanding.

DR. GOLER

Three semester hours.

EDU. 351. EDUCATIONAL MEASUREMENT: ELEMENTARY SCHOOL

This course considers the nature of measurement, its purpose and value in the learning situation, and the types of measuring techniques to be employed. Attention is given to the development of basic statistical concepts, to the selection and use of measuring instruments, and to the interpretation of the data secured.

DR. MCGAUVRAN

Three semester hours.

EDU. 352. EDUCATIONAL MEASUREMENT: SECONDARY SCHOOL

Considers the nature of measurement its purpose and value in the teaching-learning situation. Emphasis is upon the appraisal and use of standardized tests and the construction of the informal teacher-made test. Basic statistical concepts are developed for the interpretation of test results and educational literature. Techniques for marking, grading and reporting are introduced.

DR. MCGAUVRAN

Three semester hours.

EDU. 361. HISTORY AND PHILOSOPHY OF EDUCATION

The general purpose of the course is to construct a synthesis of the basic ideas of the foremost thinkers and teachers of civilization past and present. This general purpose, when achieved, will serve two specific purposes. First, the synthesis will be used as a frame of reference for the evaluation of contemporary American philosophies of education. Second, the synthesis will serve as a frame of reference to enable a prospective teacher to construct a philosophy of education for his guidance in teaching.

DR. LYONS

Three semester hours.

EDU. 371. STUDENT TEACHING: ELEMENTARY SCHOOL

Growth, experience, and responsibility in teaching are developed through a practicum in elementary schools under the supervision of qualified teachers and principals. These teaching experiences are provided on a full time basis in Lowell and in other cooperating school systems. Individual student guidance is also provided through supervision and counseling by college faculty members. Prerequisites: Edu. 301, 311, 312, 313, 314.

MISS GOURVILLE AND

MEMBERS OF THE DEPARTMENT

Eight semester hours.

EDU. 372. STUDENT TEACHING OF ENGLISH: SECONDARY
SCHOOL

Growth, experience, and responsibility in teaching are developed under the supervision of qualified teachers and principals. These teaching experiences are offered on a full time basis. Prerequisites: Edu. 302, 331.

MEMBERS OF THE ENGLISH DEPARTMENT Six semester hours.

EDU. 373. STUDENT TEACHING OF BIOLOGY: SECONDARY
SCHOOL

Experience in teaching is developed under the supervision of qualified teachers and principals. Prerequisites: Edu. 302, 332.

MEMBERS OF THE SCIENCE DEPARTMENT Six semester hours.

EDU. 374. STUDENT TEACHING OF HISTORY: SECONDARY SCHOOL

Growth, experience, and responsibility in teaching are developed under the supervision of qualified teachers and principals. Prerequisites: Edu. 302, 333.

MEMBERS OF THE HISTORY DEPARTMENT Six semester hours.

DEPARTMENT OF ENGLISH

Chairman: W. BURTO, *Professor*

Associate Professor: K. KANSANNIVA

Assistant Professor: F. CALIRI; R. FOY; J. WILLIAMS

Instructor: J. BERNHARD; D. COTE; M. GUINDON; R. PARKER;

G. TILLSON; C. WHITE

ENG. 101. ENGLISH COMPOSITION

The study and practice of the principles of effective written communication are stressed. The course aims to develop awareness of diction, style, and grammatical usage through frequent written assignments and their evaluation. It also includes the principles and techniques of preparing a research paper.

MEMBERS OF THE DEPARTMENT Three semester hours.

ENG. 111. FUNDAMENTALS OF SPEECH

This introductory course emphasizes the need for effectiveness in preparation and presentation in oral communication, in addition to investigating the psychological aspects and rhetorical elements of speechmaking.

MR. TILLSON One-half semester hour.

ENG. 112. PUBLIC SPEAKING

This course applies the theory of oral communication developed in Eng. 111. Students are involved in several speaking experiences. The emphasis is on the delivery of expository and persuasive speeches.

MR. TILLSON

One-half semester hour.

ENG. 113. SPEECH IN EDUCATION

In this general survey course, stress is placed upon practical problems in speech for all teachers, including study of the scientific approach to language, interpretive techniques, and the basic principles of speech pathology with corrective procedures.

MR. KANSANNIVA

Two semester hours.

ENG. 121. THE LITERARY HERITAGE OF WESTERN CULTURE I

The study of man's relationship to God, to society, to individuals, and his attempts to discover his own nature forms the basis for an examination of representative works from the literature of Antiquity.

MEMBERS OF THE DEPARTMENT

Three semester hours.

ENG. 122. THE LITERARY HERITAGE OF WESTERN CULTURE II

The study of man's relationship to God, to society, to nature, and his attempts to discover his own potential is continued through an examination of representative selections from the literature of the Medieval world to the end of the Renaissance.

MEMBERS OF THE DEPARTMENT

Three semester hours.

ENG. 123. THE LITERARY HERITAGE OF WESTERN CULTURE III

A continuation of the study of those concepts fundamental to human life and thought involving the relationship of man to God, to society, to nature, and his efforts to discover his own nature is made through an examination of representative selections from the literature of the Enlightenment to the present time.

MEMBERS OF THE DEPARTMENT

Three semester hours.

ENG. 201. HISTORY OF THE ENGLISH LANGUAGE

This course examines English from an historical perspective which will better enable the student to understand and appreciate the English language as it is spoken and written today.

Emphasis will be placed upon the origin and development through phonetic, vocabulary, syntax, and semantic shifts in the language from its beginnings to the present day.

MR. KANSANNIVA

Three semester hours.

ENG. 202. ADVANCED COMPOSITION

This course is an intensive investigation of the principles of modern rhetoric. Although each of the four forms of discourse is considered, special emphasis is placed upon expository and argumentative prose. Weekly themes and individual conferences with the instructor are required.

Mrs. GUINDON

Three semester hours.

ENG. 203. GRAMMAR AND LINGUISTICS

This course investigates the analytical systems of traditional grammar, I-C analysis, and generative grammar. Special attention is given to the problem of grammar in the secondary school.

Mr. FOY

Three semester hours.

ENG. 204. LANGUAGE ANALYSIS

This course, an advanced seminar in English instruction, explores the relationship of cognitive theory to grammar, linguistics, and the composition process. Prerequisites: Eng. 201, Edu. 331. Psy. 101.

Mr. FOY

Three semester hours.

ENG. 211. TYPES OF LITERATURE

A study is made of the accepted literary types, illustrated with selections from world literature.

Dr. BURTO

Three semester hours.

ENG. 221. BRITISH WRITERS I

The historical development of English literature from the beginnings to 1800. Selected works by representative authors from each period will be stressed.

Dr. BURTO

Three semester hours.

ENG. 222. BRITISH WRITERS II

The historical development of English literature from 1800 to the present. Selected works by representative authors from each period will be stressed.

Dr. BURTO

Three semester hours.

ENG. 231. AMERICAN WRITERS I

The historical development of American literature from the Colonial Period to the Civil War. Selected works by representative authors from each period will be stressed.

Dr. WILLIAMS

Three semester hours.

ENG. 232. AMERICAN WRITERS II

The historical development of American literature from the Civil War to the present time. Selected works by representative authors will be studied.

DR. WILLIAMS

Three semester hours.

ENG. 241. SHAKESPEARE

Interpretation is made of a selected number of the plays, including examples of the histories, tragedies, and comedies, to show the depth of the writer's insights into human values and the variety and scope of his mind and art.

DR. BURTO, MISS CALIRI

Three semester hours.

ENG. 291. DIRECTED READING IN ENGLISH

The student, through regular and frequent consultation with his instructor, develops a course of directed reading and defines a problem for individual research. Areas of directed reading may be selected from literature, language, drama, or adolescent literature.

MEMBERS OF THE DEPARTMENT

Three semester hours.

ENG. 401. LITERATURE OF THE MIDDLE AGES

Representative selections from the medieval period are studied in modern English translation, including the characteristic types: epic, lyric, chivalric romance, drama, fabliaux and ballads. Concentration is on the miracle, mystery and morality plays: *Sir Gawain and the Green Knight*; Langland (*Piers Plowman*); Gower (*Confessio Amantis*); Chaucer (*Troilus and Criseyde*); and Malory (*The Morte d'Arthur*). The social, political, and religious background of the period is studied in terms of understanding the literature selected for study.

MISS CALIRI

Three semester hours.

ENG. 402. LITERATURE OF THE ENGLISH RENAISSANCE

An examination of the major subjects, techniques, and forms of the poetry and drama of the late sixteenth century, with some attention given to prose fiction. Spenser, Sidney, Daniel, Drayton, Jonson, Marlowe, Lyly, Green, and Nashe are the writers who will be studied in greatest detail.

DR. WILLIAMS

Three semester hours.

ENG. 403. LITERATURE OF THE SEVENTEENTH CENTURY

A study is made of the major seventeenth century writers of prose and poetry against the philosophical and political background of the period. Particular attention is given to Bacon, Donne

and the Metaphysical Poets, Milton, Dryden, and the Restoration comic dramatists.

DR. WILLIAMS

Three semester hours.

ENG. 404. THE LITERATURE OF THE VICTORIAN PERIOD

A critical and historical study is made of the major writers of the Victorian Period in England. Both poetry and prose writers are considered, from Tennyson and Carlyle to the early Yeats and Pater.

MISS CALIRI

Three semester hours.

ENG. 405. EIGHTEENTH CENTURY POETRY AND PROSE

An examination of the Augustan Age: its ironic prose, satiric poetry, and social criticism as exemplified in the writings of Swift, Pope, Addison, Steele, and others. A study of the later Neoclassical period: the writings of Johnson and his circle; the Gothic Romance as developed by Walpole, Radcliffe, and Austen; the beginnings of Romantic poetry in Collins, Gray, Cowper, Burns, and others.

MR. WHITE

Three semester hours.

ENG. 421. HISTORY OF THE BRITISH NOVEL

A critical and historical study of the British novel from Defoe to the present. Among the novelists considered in detail will be Defoe, Fielding, Jane Austen, Dickens, Thackeray, Eliot, D. H. Lawrence, and James Joyce.

DR. BURTO

Three semester hours.

ENG. 431. THE AMERICAN NOVEL

A systematic and detailed inspection is made of the development of the American novel within its historical and intellectual context. Examples are taken from the works of Brown, Cooper, Hawthorne, Melville, Howells, James, Dreiser, Steinbeck, Wolfe, Hemingway, and Faulkner.

DR. WILLIAMS

Three semester hours.

ENG. 441. TRAGEDY

A comprehensive study is made of the theory and practice of tragedy, from Aeschylus and Aristotle to Camus and Arthur Miller. Both plays and novels are considered.

DR. BURTO

Three semester hours.

ENG. 451. MODERN BRITISH AND AMERICAN FICTION

Primarily a critical study of the development of the modern short story and novel in England, Ireland, and America. Among

the authors studied are James, Conrad, Joyce, Woolf, Hemingway, and Faulkner.

DR. BURTO

Three semester hours.

ENG. 452. BRITISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY

A critical and historical study is made of the major poets of the twentieth century. Detailed consideration is given to the works of Auden, Eliot, Frost, and Yeats.

DR. BURTO

Three semester hours.

ENG. 461. MODERN DRAMA

A critical study is made of the ideals, motives, and problems of modern life as revealed through a study of the methods and types of modern European and American drama from Ibsen through Miller.

MR. TILLSON

Three semester hours.

ENG. 462. STAGECRAFT

This course stresses the functional approach to the study of theater arts. Participation in such workshop activity as scenery designing, building, painting, and lighting translates theory into actual practice.

MR. KANSANNIVA

Three semester hours.

DEPARTMENT OF HEALTH
AND PHYSICAL EDUCATION

Chairman: E. NEILSON, *Professor*

Assistant Professor: I. CISZEK; M. GARRITY

HPE. 101. PHYSICAL EDUCATION I

WOMEN:

This course offers an educational approach through the physical to the development of organic vigor, strength, agility, balance, flexibility, coordination, and efficient body movement. The content of this course is concerned with the state of being of each student since physical fitness is essential to effective living. Emphasis is placed on body conditioning exercises, fitness, and team activities.

DR. GARRITY, DR. NEILSON

One-half semester hour.

MEN:

Physical education for men is devoted to the attainment of physical fitness by the encouragement of daily exercise habits. In

the first semester, this objective is reached through the medium of gymnastics and team sports.

MR. CISZEK

One-half semester hour.

HPE. 102. PHYSICAL EDUCATION II

WOMEN:

The focus of this semester's work centers around the encouragement of daily regimen of activities through individual performance of various levels of physical fitness experiences. The student is guided to progress to the level of fitness her interest and ability will permit. A program of rhythms is offered with emphasis on square and folk dancing as well as group and team activities.

DR. GARRITY, DR. NEILSON

One-half semester hour.

MEN:

The second semester affords increased loads of physical activities centering around body mechanics, tumbling, wrestling, individual and team activities.

MR. CISZEK

One-half semester hour.

HPE. 104. STANDARD FIRST AID

The standard course in First Aid is organized primarily to prepare the student to administer first aid particularly to himself and to his family. Emphasis is given to the following needs: prevention, prompt medical attention and understanding the common serious injuries. The course enables the student to receive the certificate offered by the American Red Cross upon completion of the requirements established by the department.

MR. CISZEK, DR. NEILSON

One-half semester hour.

HPE. 111. PERSONAL - COMMUNITY HEALTH

Since health is a factor which conditions the success of all the undertakings, personal and social, of the college student, this course presents the knowledges necessary for maintaining health in body and mind. An analysis of the forces affecting an individual's health, and knowledge of the way in which education leads to wide-spread acceptance of scientific knowledge to decrease the time lag between discovery and practical application are stressed in this course.

MR. CISZEK, DR. GARRITY,
DR. NEILSON

Two semester hours.

HPE. 112. CONTEMPORARY WORLD HEALTH PROBLEMS

A study of human welfare and health problems as an underlying force in contemporary world affairs. Special attention is given to health problems and human ecology in underdeveloped areas of the world.

DR. GARRITY, DR. NEILSON

Two semester hours.

DEPARTMENT OF MODERN LANGUAGES

Acting Chairman: A. TORRIELLI, *Associate Professor*

Instructor: R. ANDERSON

FRN. 201. FRENCH CIVILIZATION I

The student is given a rapid review of the essentials of French grammar with special emphasis on phonetics and aural-oral drill. In addition, a survey of French civilization is given in French.

MRS. ANDERSON

Three semester hours.

FRN. 202. FRENCH CIVILIZATION II

A continuation of Frn. 201. Prerequisite: Frn. 201.

MRS. ANDERSON

Three semester hours.

FRN. 203. SURVEY OF FRENCH LITERATURE I

This course is a general survey of French literature from the Middle Ages to the twentieth century. The lectures are implemented by written and oral reports on representative texts. The course is conducted in French.

MRS. ANDERSON, DR. TORRIELLI

Three semester hours.

FRN. 204. SURVEY OF FRENCH LITERATURE II

A continuation of Frn. 203. Prerequisite: Frn. 203.

MRS. ANDERSON, DR. TORRIELLI

Three semester hours.

ITA. 201. ITALIAN I

This is a beginning course in Italian, establishing through a comprehensive study of the grammar, a good foundation for the understanding of the language. The course is conducted as much as possible in Italian, stressing a natural pronunciation through conversation and oral reading.

DR. TORRIELLI

Three semester hours.

ITA. 202. ITALIAN II

A continuation of Ita. 201. In addition, an introduction is made to Italian literature. Prerequisite: Ita. 201.

DR. TORRIELLI

Three semester hours.

DEPARTMENT OF MUSIC

Chairman: E. GILDAY, *Professor*

Professor: W. FISHER

Associate Professor: P. BREGOR; D. PROCOPIO

Assistant Professor: R. SHAUGHNESSY

Instructors P. GAY; C. MILES; D. SMITH (Piano, part-time);
R. SUMMERS (Woodwinds, part-time)

MUSIC HISTORY AND APPRECIATION

MUS. 101. INTRODUCTION TO MUSIC

An approach to the study of the music of western civilization. Forms, styles, aesthetic concepts, and the elements of music are closely examined.

DR. SHAUGHNESSY

Three semester hours.

MUS. 102. MUSIC OF WESTERN CIVILIZATION

A survey of music beginning with the troubadors and closing with the aleatoric music of the present. Significant forms, styles, and aesthetic concepts are examined closely. Chamber music, leider, opera, oratorio, symphonic music and other important mediums are studied. Philosophies of music are examined against specific periods in history.

DR. SHAUGHNESSY

Three semester hours.

MUS. 201. MUSIC HISTORY AND LITERATURE I

A study is made of the development of the sacred and secular forms of music from the pre-Christian era up to the middle of the eighteenth century.

MR. BREGOR

Three semester hours.

MUS. 202. MUSIC HISTORY AND LITERATURE II

The course covers the period from the middle of the eighteenth century to the present. The impact of music of the changing social philosophies is analyzed.

MR. BREGOR

Three semester hours.

MUS. 401. MUSIC OF THE RENAISSANCE AND BAROQUE

A survey is made of one of the most fruitful and interesting periods in history, showing the effect of the changing times upon music.

MR. BREGOR

Three semester hours.

MUS. 402. MUSIC OF THE CLASSIC AND ROMANTIC ERAS

A study is made of significant social movements and their effect upon music from Hayden to Wagner.

MR. BREGOR

Three semester hours.

BASIC MUSIC

MUS. 111. MUSIC EXPERIENCES I

This course provides for the development of musical skills and understandings to further artistic growth and appreciation.

MISS MILES

Two semester hours.

MUS. 112. MUSIC EXPERIENCES II

This course continues the work undertaken in Mus. 111, progressing to an advanced level.

MISS MILES

Two semester hours.

MUS. 211. THEORY I: SIGHT SINGING

This course concentrates mainly on solfege, developed by singing at sight, and on ear training, developed by rhythmic, melodic, chordal dictation. The technical understanding and handling of music notation are brought about through exercises and through examples of music literature.

MR. GAY, DR. PROCOPIO,

MR. TRAPHAGEN

Three semester hours.

**MUS. 212. THEORY I: ADVANCED SIGHT SINGING AND
DICTATION**

This course continues the work begun in Mus. 211, progressing to an advanced level. The foundation for the study of harmony is established by intensive study of scales, intervals, triads, and the simpler chordal progressions.

MR. GAY, DR. PROCOPIO,

MR. TRAPHAGEN

Three semester hours.

MUS. 213. THEORY II: DIATONIC HARMONY

This is a course in harmony, progressing to four part harmonization of melodies using the primary and secondary chords, non-harmonic tones, and simple modulation as exemplified in the music of the eighteenth century. Keyboard harmony, harmonic dictation, harmonic analysis, and creative work are integrated with the written exercises.

MR. GAY, DR. PROCOPIO,

MR. TRAPHAGEN

Three semester hours.

MUS. 214. THEORY II: CHROMATIC HARMONY

This is a course in advanced harmony, including secondary dominants, secondary seventh chords, altered chords and chromatic modulation as exemplified in the music of the nineteenth century. Corresponding progress is made in the integrated studies: keyboard harmony, harmonic dictation, harmonic analysis, structural analysis, and creative work.

MR. GAY, DR. PROCOPIO,

MR. TRAPHAGEN

Three semester hours.

MUS. 215. THEORY III: ORCHESTRATION

This course consists of the study of instrumentation and orchestration, emphasizing the writing of music for all orchestral instruments individually and in combination. The student writes orchestral transcriptions of piano music, arrangements for public school groups and for instrumental ensembles in the college, and original compositions. Score reading is studied through the analysis of representative scores including music applicable to school use.

MR. GAY

Three semester hours.

MUS. 216. THEORY III: ADVANCED ORCHESTRATION

A study is made of the various styles of instrumentation used by composers of the various musical eras. Emphasis is placed on individual scoring projects including the orchestration of music for the keyboard as well as original material composed by the student.

MR. GAY

Three semester hours.

MUS. 217. THEORY IV: SIXTEENTH CENTURY COUNTERPOINT

This course in counterpoint consists of the study of the vocal polyphony of the sixteenth century based on the ecclesiastical modes. There is strong emphasis on creative work for chorus in this style. Representative music of the sixteenth century is analyzed from a contrapuntal point of view.

DR. PROCOPIO

Three semester hours.

MUS. 218. THEORY IV: EIGHTEENTH CENTURY COUNTERPOINT

This course in counterpoint is the study of the vocal and instrumental polyphony of the eighteenth century, based on tonality. Choral and instrumental arranging in this style for performing groups is emphasized. Representative music of the eighteenth century is analyzed from a contrapuntal point of view.

DR. PROCOPIO

Three semester hours.

PERFORMANCE

INSTRUMENTAL TECHNIQUES

MUS. 221. INSTRUMENTAL CLASS: STRING

An intensive course of class instruction in the fundamentals underlying the playing of string instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

DR. SHAUGHNESSY

Two semester hours.

MUS. 222. INSTRUMENTAL CLASS: WOODWIND

An intensive course of class instruction in the fundamentals underlying the playing of woodwind instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

DR. SHAUGHNESSY, MR. SUMMERS

Two semester hours.

MUS. 223. INSTRUMENTAL CLASS: PERCUSSION

An intensive course of class instruction in the fundamentals underlying the playing of percussion instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

MR. TRAPHAGEN

Two semester hours.

MUS. 224. INSTRUMENTAL CLASS: BRASS

An intensive course of class instruction in the fundamentals underlying the playing of brass instruments. The student is expected to gain skill for beginning teaching and demonstration purposes. After an adequate skill is acquired, easy ensemble literature appropriate for use in school is read.

MR. GAY, MR. TRAPHAGEN

Two semester hours.

MUS. 225. INSTRUMENTAL CONDUCTING

Advanced baton technique, score reading, and principles of instrumental interpretation are considered in this course. This is a laboratory course in the problems encountered in school bands, orchestras, and ensembles. Study is made of suitable music literature from small ensemble to symphony, orchestra, and band. Discussion of the techniques of organization of instrumental programs is provided.

MR. GAY

Two semester hours.

CHORAL TECHNIQUES

MUS. 231. ELEMENTARY CONDUCTING

This course offers training in the technique of the baton as preparation for advanced instrumental and choral conducting. Using the class as a laboratory group, each student is given opportunity to conduct simple music, carefully selected to acquaint him with the basic problems of conducting, and their solutions.

DR. GILDAY

Three semester hours.

MUS. 232. ADVANCED CHORAL CONDUCTING

The many techniques involved in training and conducting a chorus are demonstrated, studied, and practiced. At the same time an acquaintance is gained with a wide repertoire of the choral music of many schools.

DR. GILDAY

Three semester hours.

MUS. 233. VOCAL AND CHORAL TECHNIQUES I

The course is designed to prepare the student to handle vocal problems on both an individual and group basis. Training is given in basic choral techniques such as diction, blend, pitch, balance, attacks, and releases.

DR. GILDAY

Three semester hours.

MUS. 234. VOCAL AND CHORAL TECHNIQUES II

A continuation of Mus. 233.

DR. GILDAY

Three semester hours.

KEYBOARD TECHNIQUES

MUS. 241, 242, 243, 244, 245, 246. FUNCTIONAL PIANO

Experience has shown that all music teachers have a constant need for some ability at the piano. All students majoring in Music Education are required to develop a functional proficiency at the keyboard as one of the requirements of the degree. To assist them, the department offers class-piano instruction without charge, beginning in the freshman year and continuing until the required proficiency is attained.

MR. BREGOR, MR. SMITH

One semester hour.

MUS. 441. KEYBOARD EXPERIENCES

This course is designed to give the non-music major a functional proficiency at the piano. Enrichment of music is acquired by means of the keyboard.

MR. BREGOR

Three semester hours.

SOLO TECHNIQUES

MUS. 251. MAJOR PERFORMANCE: RECITAL CLASS I

Every student majoring in Music Education is required to present a recital during his senior year which will demonstrate a high degree of proficiency in his field of applied specialization. The program is given publicly, or privately for a faculty committee.

The recital class provides a laboratory in which are developed the techniques of stage deportment, program building, and critical analysis.

DR. GILDAY AND

MEMBERS OF THE DEPARTMENT

One semester hour.

MUS. 252. MAJOR PERFORMANCE: RECITAL CLASS II

A continuation of Mus. 251.

DR. GILDAY AND

MEMBERS OF THE DEPARTMENT

One semester hour.

ENSEMBLES

MUS. 261, 262, 263, 264, 265, 266, 267, 268. ENSEMBLE

Each student majoring in Music Education is required to participate in any *two* of the following activities in each of the eight semesters.

Non-credit.

CONCERT CHOIR

The Concert Choir is open to a limited number of students selected by audition. The members study a wide variety of choral compositions and perform frequently in public and at college functions.

DR. GILDAY

LABORATORY CHORUS

This chorus includes all music majors who are not members of the Concert Choir and other students who enjoy singing. Standard choral literature is studied and performed in public and in college functions.

DR. PROCOPIO

SYMPHONIC WINDS

Advanced instrumentalists are eligible for this ensemble. Assignment to this organization is made on the basis of audition. The course offers experience in band techniques. Works from standard

and contemporary repertoire are studied and performed in public concert. Opportunity is offered for ensemble and solo performance with band accompaniment.

MR. TRAPHAGEN

LABORATORY BAND

This laboratory course is offered to students majoring in Music Education other than those who qualify for the Symphonic Winds ensemble in order to give them ensemble experience on a band instrument. The repertoire for this group is limited to elementary and intermediate material. This band is an extension of the instrumental courses: Mus. 222, 223, and 224.

MR. GAY

ORCHESTRA

Advanced instrumentalists are eligible for the orchestra. Assignment to this group is made on the basis of audition. Besides its work on the standard orchestra repertoire, the orchestra is used as a laboratory for student compositions.

DR. SHAUGHNESSY

FESTIVAL CHORUS

The Festival Chorus is open to all qualified students in the college. Major choral works are studied and prepared for public performance. Qualified students have the opportunity to rehearse and perform as soloists with the chorus in oratorio and advanced choral music literature.

DR. GILDAY

SMALL ENSEMBLES

So far as it is possible, students are organized into small ensembles such as string quartets, madrigal groups, brass or woodwind ensembles, under faculty supervision, to encourage study and performance in this type of musical activity.

MEMBERS OF THE DEPARTMENT

PROFESSIONAL MUSIC EDUCATION

MUS. 301. MUSIC IN THE ELEMENTARY SCHOOL

Emphasis is placed upon developing those skills and understandings necessary in teaching children in the elementary school through the five areas of musical experience: singing, listening, rhythmic activity, playing, and creating; and on acquiring a working knowledge of the available materials.

DR. W. FISHER

Three semester hours.

MUS. 302. MUSIC IN THE SECONDARY SCHOOL

The development of a suitable music program for grades seven through twelve is the central concern of this course. The major topics include: the application of philosophy of music education to the secondary school; professional relationships; the aims, content, organization, teaching techniques, and evaluation of required and elective courses; and the evaluation of material and its interpretation in developing teaching techniques.

DR. W. FISHER

Three semester hours.

MUS. 303. SUPERVISION OF MUSIC EDUCATION

This course examines the role of the director or supervisor of music in his total professional capacity. Discussion is based upon such problems as supervising techniques, administrative duties, curriculum development, scheduling, evaluating, purchase of equipment and supplies, and professional ethics and affiliations.

DR. W. FISHER

Three semester hours.

MUS. 304. EVALUATION IN MUSIC EDUCATION

Emphasis is placed on the nature of measurement in music education from the standpoint of its purpose and its value to the learning process. Study is made of the various tests used in a good program of music education as well as the basis of statistical concepts needed in test construction and in the interpretation of test results and educational literature.

DR. W. FISHER

Two semester hours.

MUS. 311. STUDENT TEACHING: ELEMENTARY SCHOOL

Observation and student teaching of music in the elementary school under skilled supervision. Opportunities are given for the practical application of the principles and techniques emphasized in the courses in music education, with experience in the use of the recommended materials. These teaching experiences are provided in cooperating school systems.

DR. W. FISHER AND

MEMBERS OF THE DEPARTMENT

Five semester hours.

MUS. 312. STUDENT TEACHING: SECONDARY SCHOOL

Observation and student teaching of music in the secondary school. Opportunities are given for the practical application of the principles and techniques emphasized in the course of music education in the secondary school. These teaching experiences are provided in cooperating school systems.

DR. W. FISHER AND

MEMBERS OF THE DEPARTMENT

Five semester hours.

MUS. 461. THE TELEVISION TEACHER

The course is designed to give training in the techniques of teaching on television. Students will examine the progress of educational television to date. There will also be practical work in front of the cameras, over a closed circuit channel.

DR. GILDAY, MR. TILLSON

Three semester hours.

DEPARTMENT OF SCIENCE AND MATHEMATICS

Chairman: W. MALONE, *Professor*

Professor: J. FISHER

Assistant Professor: W. COPLEY; E. KAMIEN; P. SHEPHERD

Instructor: L. ANDRUSAITIS; T. CASEY; N. MORELLO; E. RICE

BIO. 101. GENERAL BIOLOGY I

A course in the principles of biology with emphasis on those broad theories which have contributed to the development of biology as a science.

DR. J. FISHER, DR. KAMIEN,

MR. SHEPHERD

Three semester hours.

BIO. 102. GENERAL BIOLOGY II

A continuation of Bio. 101, applying the principles to the various organic systems. Prerequisite: Bio. 101.

DR. J. FISHER, DR. KAMIEN,

MR. SHEPHERD

Three semester hours.

BIO. 201. ZOOLOGY

Classification and systematic study of representative animals: their characteristics, gross anatomy and physiology of various organs and systems.

MR. SHEPHERD

Four semester hours.

BIO. 202. BOTANY

Fundamental principles of the biological relationships of plants: their structure, function, growth, differentiation, and reproduction.

DR. KAMIEN

Four semester hours.

BIO. 211. COMPARATIVE ANATOMY

This course deals with a study of the basic similarities and differences of the organ systems in the various classes of vertebrates.

The fields of embryology, histology, and paleontology are used where needed to clarify basic concepts. Representative vertebrates are studied in detail in the laboratory.

MR. SHEPHERD

Four semester hours.

BIO. 212. INVERTEBRATE ZOOLOGY

This course deals with a survey of the major and minor groups of invertebrate animals. As many varieties of invertebrate animals as possible are studied in the laboratory.

MR. SHEPHERD

Four semester hours.

BIO. 221. GENERAL PHYSIOLOGY

The purpose of this course is to acquaint the student with the functions of the various human systems. This presentation requires a background knowledge of both the introductory biological and physical sciences.

MISS MORELLO

Three semester hours.

BIO. 222. PLANT PHYSIOLOGY

The purpose of this course is to acquaint the student with the functions of the various plant systems.

DR. KAMIEN

Three semester hours.

BIO. 231. ECOLOGY

Laws of conservation applied to systems and environment.

MISS RICE

Three semester hours.

BIO. 241. EMBRYOLOGY

Study of the developmental processes of organisms from the egg to the adult form.

MISS RICE

Three semester hours.

BIO. 242. GENETICS

Study of genetic principles and transmission of hereditary traits.

DR. KAMIEN

Three semester hours.

BIO. 251. HISTOLOGY

This course deals with the study of the tissues and microscopic anatomy of animals. Vertebrate, especially human, histology is emphasized. Laboratory work is centered around the detailed study of prepared microscopic slides of various tissues and organs. Basic tissue preparation technique is discussed in the early part of the course.

MR. SHEPHERD

Three semester hours.

BIO. 252. MICROBIOLOGY

Microorganisms: their isolation, cultivation, identification, and importance to man.

DR. KAMIEN

Three semester hours.

BIO. 281. BIOLOGY RESEARCH

This course will be centered about individual research problems with various members of the department. Stress is placed on the independent aspect of the student's research.

MEMBERS OF THE DEPARTMENT

Two semester hours.

BIO. 291. BIOLOGY SEMINAR

This course represents a continuation of Bio. 281. During the term, the results of the student's investigations will be discussed and analyzed.

MEMBERS OF THE DEPARTMENT

Two semester hours.

CHM. 201. GENERAL CHEMISTRY I

A survey of the field of chemistry, comprising a systematic study of the elements, their important compounds, and the laws and theories explaining chemical phenomena. Special emphasis is placed on the relationship indicated by the periodic system, the electromotive series, and the electronic concept of matter.

MR. CASEY

Four semester hours.

CHM. 202. GENERAL CHEMISTRY II

A continuation of Chm. 201 with additional topics stressing chemical calculation and analysis. Prerequisite: Chm. 201.

MR. CASEY

Four semester hours.

CHM. 211. ORGANIC CHEMISTRY

The compounds of carbon and the generalized methods of synthesis. Stress is placed upon the significance of structural formulae, the classification of properties, and group reactions.

MR. CASEY

Four semester hours.

MAT. 101. GENERAL MATHEMATICS I

This is a general education course designed to give the student opportunities to think through quantitative situations; to appreciate the concise, precise rigor of the number system as a means of communication; to gain insight into the fundamental processes of calculation. Unfamiliar number systems are developed and used with the fundamental processes. Problems based on principles of algebra, trigonometry, logarithms, and ratio are used to generalize

and extend the fundamental concepts of the exponential number system.

MR. ANDRUSAITIS, MR. COPLEY Three semester hours.

MAT. 102. GENERAL MATHEMATICS II

A continuation of Mat. 102.

MR. ANDRUSAITIS, MR. COPLEY Three semester hours.

MAT. 201. MATHEMATICAL ANALYSIS I

This course presents a systematic study of many different modes of variation, guides the student to discover exact relations between varying quantities, and to devise suitable methods of making any necessary calculations. The course includes topics from elementary analytic geometry, elementary calculus, and trigonometry.

DR. MALONE Three semester hours.

MAT. 202. MATHEMATICAL ANALYSIS II

A continuation of Mat. 201 with emphasis on topics in probability and statistics. Prerequisite: Mat. 201.

DR. MALONE Three semester hours.

PHY. 201. PHYSICS I

Mechanics, heat, and sound.

DR. MALONE Four semester hours.

PHY. 202. PHYSICS II

Light and electricity. Prerequisite: Phy. 201.

DR. MALONE Four semester hours.

SCI. 101. PHYSICAL SCIENCE I

A course based on the development of those theories and principles necessary for the non-scientist's understanding of the many developments in the areas of the physical sciences. Topics drawn from the areas of mechanics, heat, and the earth sciences.

DR. MALONE, MR. SHEPHERD Three semester hours.

SCI. 102. PHYSICAL SCIENCE II

A continuation of Sci. 101 with topics from the areas of astronomy, light, electricity, and nuclear science. Prerequisite:

Sci. 101.

DR. MALONE, MR. SHEPHERD Three semester hours.

SCI. 103. DEVELOPMENT OF SCIENTIFIC THOUGHT

This course is designed to present to students the highlights of the advance of science and scientific achievements through the years. Stress will be placed upon the non-technical treatment of subjects.

DR. MALONE

Three semester hours.

DEPARTMENT OF SOCIAL SCIENCES

Chairman: P. GOLER, *Professor*

Associate Professor: F. NORTON

Assistant Professor: J. FITZGERALD; R. LYONS; T. NORRIS

Instructor: P. BLEWETT; C. CAMPBELL; R. DERRY; J. SHAW

ECO. 201. THE DEVELOPMENT OF ECONOMIC THEORY

An analysis of the development of economic theory from the late medieval origins of capitalism to the present. Special attention is given to the development of capitalism, socialism, and syndicalism.

Three semester hours.

ECO. 202. POLITICAL ECONOMY

This course will examine the political impact of contemporary economic theories and problems. Emphasis will be placed upon the current world conflicts between the capitalistic and radical socialistic powers.

Three semester hours.

ECO. 401. PRINCIPLES OF ECONOMICS

This course is designed to enable students to evaluate policies which concern their own as well as local, national, and international economic problems.

MR. CISZEK

Three semester hours.

GEO. 101. PRINCIPLES OF GEOGRAPHY

The course concerns the physical elements in geography and their relation to the habitats of man. Such factors as the origin and evolution of the surface features of the earth, the oceans and inland waters, and the atmosphere and its circulation are studied in an attempt to show how these factors control man's use of the earth's surface.

MISS CAMPBELL

Three semester hours.

GEO. 102. ECONOMIC GEOGRAPHY

The aim of this course is to develop geographic understanding of world patterns of present and potential producing and consuming areas, through a study of regional work and trade activities in their natural environment and inter-regional relationships.

MISS CAMPBELL

Three semester hours.

GOV. 101. UNITED STATES GOVERNMENT

The purpose of this course is to acquaint the student with the origin, development, and functioning of the United States Government, stressing an understanding of the Federal Constitution, legislative procedures, powers and duties of the president, and the importance of the judiciary.

MR. FITZGERALD

Three semester hours.

HIS. 101. WESTERN CIVILIZATION TO 1700

An analysis of the major forces in the development of western civilization from its Near Eastern origins to 1700.

MR. BLEWETT, MR. DERRY,

DR. GOLER, MISS SHAW

Three semester hours.

HIS. 102. WESTERN CIVILIZATION SINCE 1700

An examination of the major forces in the development of the western world since 1700.

MR. BLEWETT, MR. DERRY,

DR. GOLER, MISS SHAW

Three semester hours.

HIS. 111. THE ANCIENT AND MEDIEVAL WORLD

A survey of the classical background and the medieval foundations of western culture, from the beginnings of civilization to the High Middle Ages.

MR. DERRY

Three semester hours.

HIS. 112. EUROPE IN TRANSITION: 1300-1600

An analysis of European civilization from 1300 to the seventeenth century. The emphasis is on the breakup of the medieval world and the political, cultural, economic, and religious changes that point the way to modern times.

MR. DERRY

Three semester hours.

HIS. 121. MODERN EUROPEAN HISTORY

A study is made of Western European civilization in modern times. The influence of the Middle Ages, the Renaissance, and the Reformation on the succeeding political and social eras is traced

as a background to an understanding of contemporary European political and social problems.

Three semester hours.

HIS. 131. HISTORY OF THE UNITED STATES TO 1865

This course will trace the development of American institutions from colonization to the Civil War.

MR. FITZGERALD, MR. NORTON

Three semester hours.

HIS. 132. HISTORY OF THE UNITED STATES SINCE 1865

This course will follow the significant political, social, economic and cultural developments in the United States from the end of the Civil War to the present.

MR. FITZGERALD, DR. GOLER,

MR. NORTON, MISS SHAW

Three semester hours.

HIS. 133. UNITED STATES HISTORY AND GOVERNMENT

An extensive survey is made of the Constitution of the United States insofar as it contributed to the development of American ideals and institutions. An attempt is made to show how the American people were able to solve major problems within the framework of the Constitution.

MR. FITZGERALD

Three semester hours.

HIS. 201. HISTORY OF ENGLAND TO 1700

The evolution and development of the English people and their institutions will be examined in depth.

MR. DERRY

Three semester hours.

HIS. 202. HISTORY OF ENGLAND SINCE 1700

An examination of the changing role of Britain in world affairs, this course will emphasize the imperial development of England as well as its present position. Attention will also be given to political, social, and intellectual developments. Prerequisite:

HIS. 201.

MR. BLEWETT

Three semester hours.

HIS. 211. EUROPE IN THE SEVENTEENTH CENTURY

A detailed study of seventeenth century Europe with emphasis on the changing political fortunes of the major states and the significance of the English Revolutions. Attention is also given to the evolution of new political and economic forms and to the impact of the intellectual revolution on man and society.

MR. BLEWETT

Three semester hours.

HIS. 212. EUROPE IN THE EIGHTEENTH CENTURY

A close analysis of the history of the age of the Enlightenment and the French Revolution, emphasizing the political, economic, and intellectual foundations of the old regime and the significance of the revolutionary movement on European society. Prerequisite:

HIS. 211.

MR. BLEWETT

Three semester hours.

HIS. 213. EUROPE IN THE NINETEENTH CENTURY

This course will trace the major developments in nineteenth century Europe from the Congress of Vienna through the crises of national imperialism. Major emphasis will be given to nationalism, industrialism, the unification of Italy and Germany, and the changing patterns of power. Prerequisite: HIS. 212.

DR. GOLER

Three semester hours.

HIS. 214. EUROPE IN THE TWENTIETH CENTURY

An examination is made of the events in European history from the Treaty of Versailles to the present. Special attention is given to current developments. Prerequisite: HIS. 213.

DR. GOLER

Three semester hours.

HIS. 221. AMERICAN COLONIAL HISTORY

This is a survey course in the history of the colonial areas of North America which were to become incorporated into the original United States of America. Projects and problems are assigned within the period beginning with Elizabethan interest in colonial development and carrying through the American Revolutionary War. Particular emphasis is placed upon the growth and development of culture practices and institutional patterns within the colonies of New England and of the Chesapeake Bay region.

MR. NORTON

Three semester hours.

HIS. 222. AMERICAN FRONTIER

An analysis of the era of American expansion, this specialized course is designed to give the student opportunities to undertake independent research on this period. Prerequisite: HIS. 221.

MR. NORTON

Three semester hours.

HIS. 223. THE NATION DIVIDED: UNITED STATES IN MID-NINETEENTH CENTURY

An examination of those factors which led up to the Civil War, the conflict itself, and ante-bellum America. Prerequisite: HIS. 222.

MR. NORTON

Three semester hours.

HIS. 224. UNITED STATES IN THE TWENTIETH CENTURY

This course examines the development of the United States in the twentieth century. Special attention is given to political and economic developments such as the New Freedom and the New Deal as well as to the changing international scene. Prerequisite: His. 223.

DR. GOLER

Three semester hours.

HIS. 261. IDEOLOGY AND WORLD AFFAIRS

An examination of the ideologies of the twentieth century: nationalism, fascism, communism, and their conflicts with liberal democracy.

DR. GOLER

Three semester hours.

HIS. 291. READING SEMINAR

The student will have the opportunity to survey a broad area of historical research and become familiar with materials related to his field of specialization.

MEMBERS OF THE DEPARTMENT

Three semester hours.

HIS. 292. READING SEMINAR IN UNITED STATES HISTORY

The student will have the opportunity to survey a broad area of historical research and will work intensively with the research of a selected area.

MEMBERS OF THE DEPARTMENT

Three semester hours.

HIS. 293. COORDINATING SEMINAR

Studies in selected topics in social, political, cultural, economic, and religious history. Discussion, assigned projects, and readings required.

MEMBERS OF THE DEPARTMENT

Three semester hours.

HIS. 401. AMERICAN FOREIGN RELATIONS IN THE TWENTIETH CENTURY

This course is an appraisal of United States foreign policies, the reaction of the American people to the changing international situation, and the American policies of other governments since the beginning of the twentieth century. The topics to be considered include: rivalries in Asia, the rise of Anglo-American friendship, World War I, the retreat to isolationism, World War II, and post-war Russian-American relations.

DR. GOLER

Three semester hours.

HIS. 402. UNITED STATES IN THE TWENTIETH CENTURY

Same as His. 224; no prerequisite.

DR. GOLER

Three semester hours.

HIS. 441. THE FAR EAST IN MODERN TIMES

This course is designed primarily as a survey of the history of the Far East. Emphasis is placed on the political, social, and economic growth of Japan, China, India, Korea, and Manchuria. Major attention is given to the modern period and to contemporary problems.

Three semester hours.

HIS. 451. IDEOLOGY AND WORLD AFFAIRS

Same as His. 261; no prerequisite.

DR. GOLER

Three semester hours.

PHL. 101. INTRODUCTION TO PHILOSOPHY

An introduction to philosophy is made through an examination of the functioning of simple comprehension, judgment, and reasoning in determining the existence and nature of objectively valid knowledge, certitude, and logical truth. Consideration is given to the nature of the acts of the mind, the sources of certain knowledge, deductive and inductive reasoning, the validity of universal ideas, and objective evidence as the universal criterion of truth.

DR. LYONS, MR. NORTON

Three semester hours.

PHL. 401. THE THINKERS

This course examines the lives and writings of the great thinkers of the past whose ideas are exercising the greatest influence upon contemporary thinking.

DR. LYONS

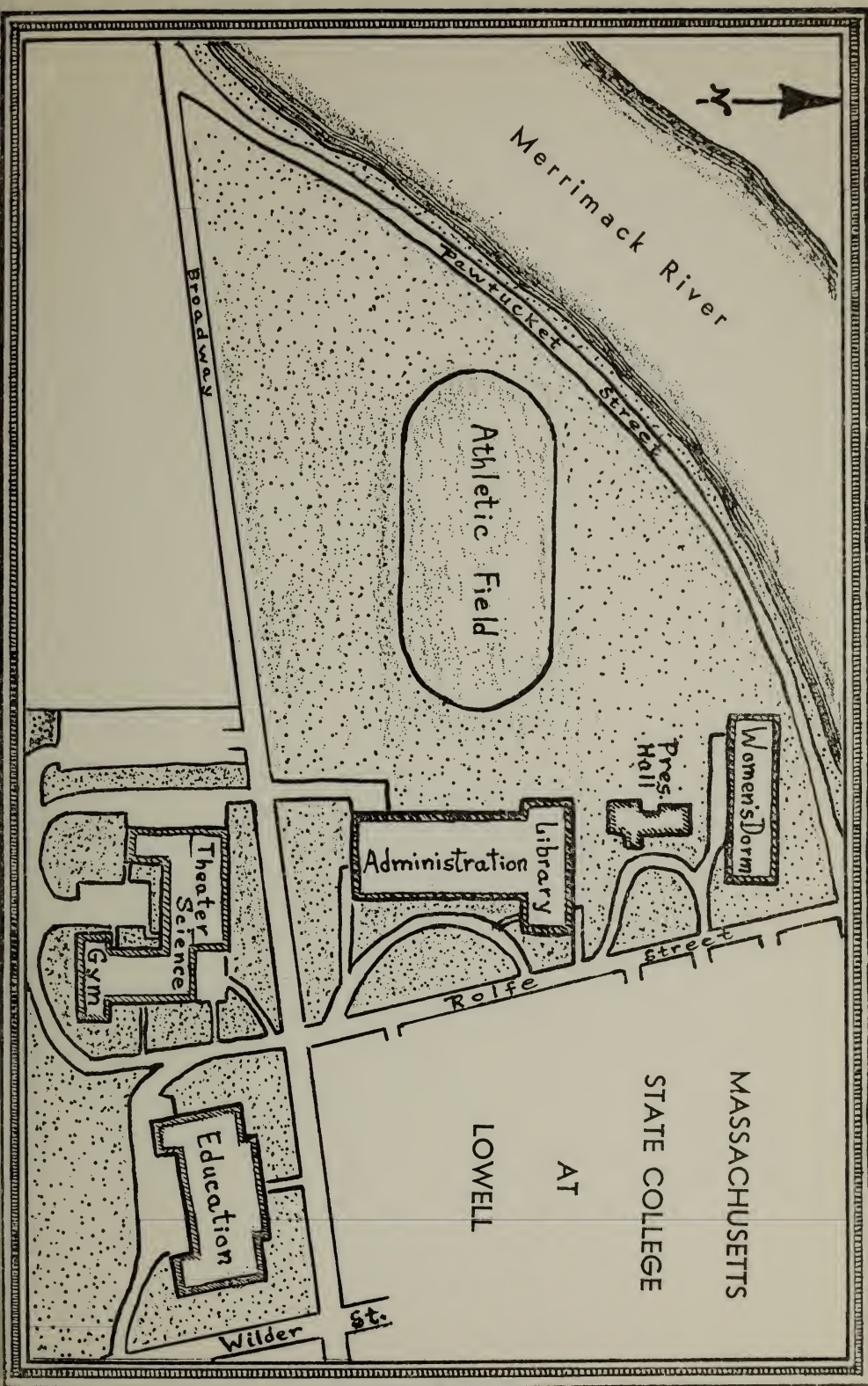
Three semester hours.

PSY. 101. GENERAL PSYCHOLOGY

This course deals with the total process of growth and development through the first twenty years. The psychological principles governing the growth and development of the individual's thought, feelings, and behavior are related to their practical application in the classroom. The learning process is developed in considerable detail.

MR. NORRIS, MISS SHAW

Three semester hours.



Merrimack River

Pawtucket Street

Athletic Field

Broadway

Womens Dorm

Pres. Hall

Administration Library

Theater Science Gym

Education

Rolfe Street

Wilder St.

MASSACHUSETTS
STATE COLLEGE

AT
LOWELL



